

Business Education *Forum*

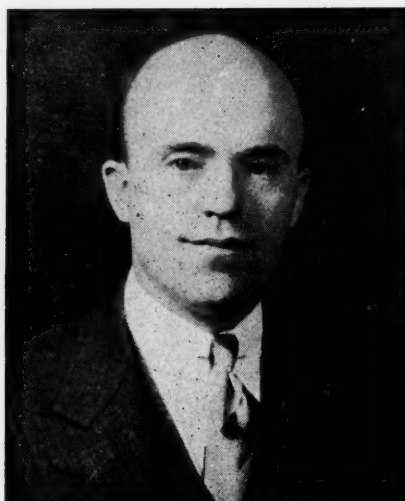
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UNITED BUSINESS EDUCATION ASSOCIATION

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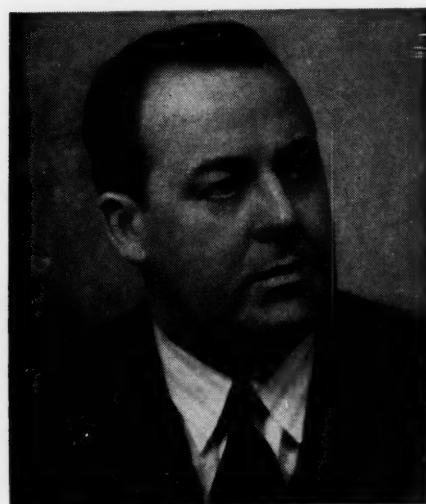
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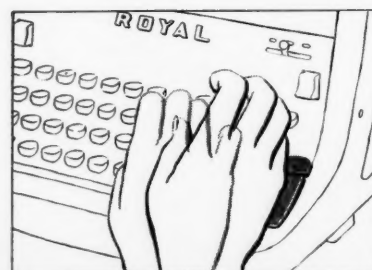
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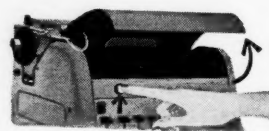
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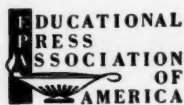
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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Message From the President of UBEA Administrators Division

COOPERATIVE ATTACK ON ADMINISTRATIVE PROBLEMS

Administration is concerned with all facets of business education—the problems, questions, procedures, practices, underlying philosophy, and curriculum policies of business education. Size of school has little relationship to the presence of administrative problems; rather, size of school relates to the complexity of the problems, which may be greater in larger schools. Nevertheless, in both small and large schools problems of administrative nature are present; they need solving, and solving them necessitates decisions. The administrator, whether a dean of a collegiate school of business, a principal, a supervisor of business education, or a business teacher, is responsible for the decisions.

Solutions to problems rest upon facts and their interpretation. Business educators faced with administrative problems are thoroughly acquainted with the facts out of which their problems arise. However, to have reliable information about similar problems encountered elsewhere, the experiences of the most competent business educators in the country would be of inestimable value. Such information is not readily available. Lists of administrative problems have been prepared, but as such merely outline the major problem areas. It is necessary to obtain reliable data about major problem areas which can then serve as a basis for the solution of the specific problems encountered; it is necessary to plan and to act in this direction.

The administration and supervision of a program of business education, be it the responsibility of a dean of a collegiate school of business or a teacher in a one-business teacher school, is in many respects akin to the management of a business enterprise. The manager of a business is concerned with policy determination as related to the over-all purposes of the enterprise. He is responsible for plant and equipment, finance, production with special interest in quality and quantity of the product or service, personnel, and distribution of the product or service.

Paralleling these functions, an administrator of a business education program is concerned with the basic philosophy underlying the educational program; with its general and specific objectives; with budgets and finance; with curricular offering; with instruction; with achievement; with instructional personnel, their selection, assignment, supervision, and continuous growth and development; and with the success of students. Truly, the administrator of a business education program is the "manager" of an educational program.

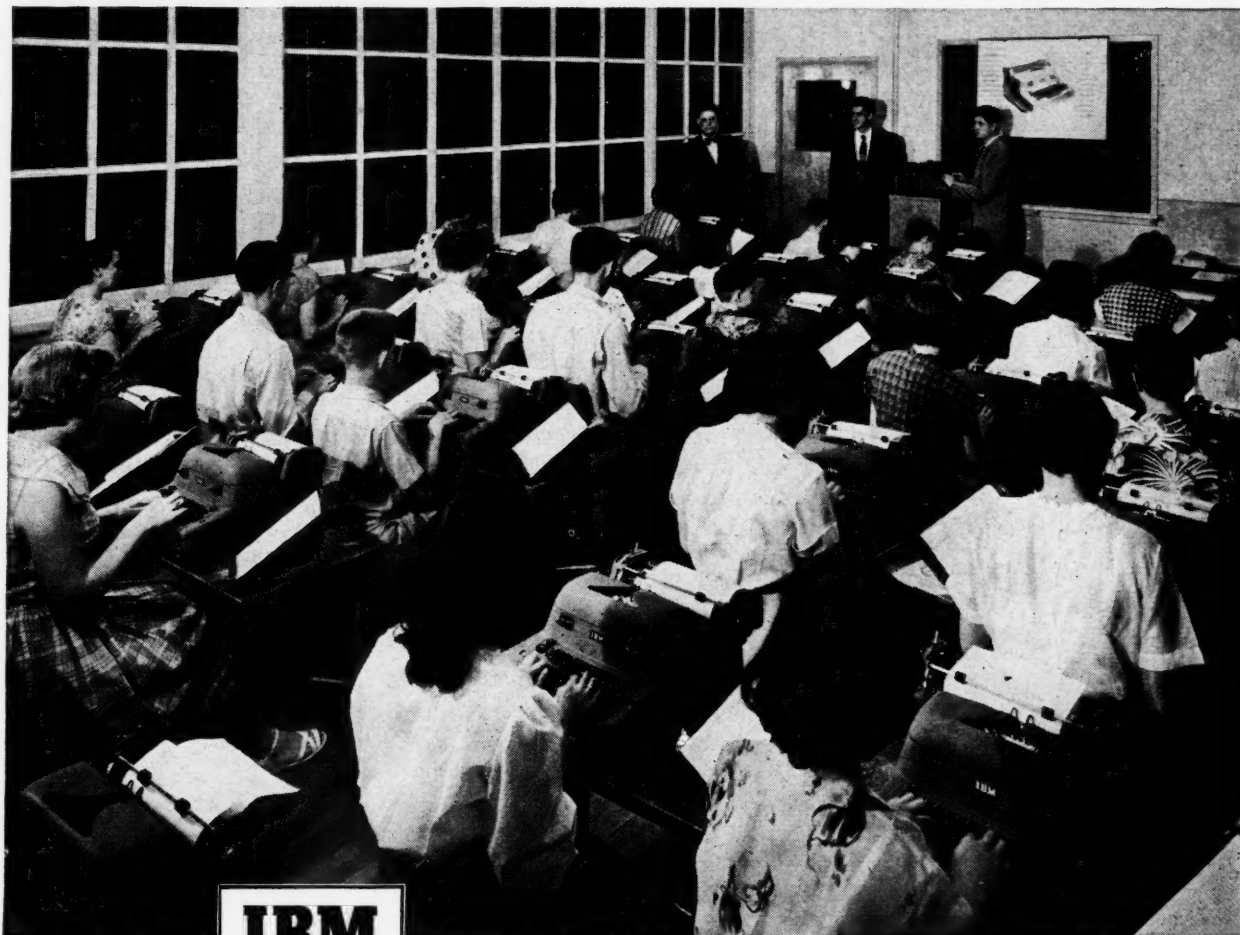
Business managers through trade associations, research foundations, and similar devices combine their efforts for coordinated, comprehensive study of major problems. Many of the recent advances in business management are results of this "coordinated planned attack." Business has learned that working cooperatively on major problems under a definite program of action often provides information and techniques useful in solving the specific problems in individual firms.

In realizing his primary responsibility to be one of planning and problem

(Continued on page 6)

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Administrators' President's Message (Continued)

solving, the administrator is called upon for leadership of the highest order. As an aid to and basis for the solving of major problems, he needs at his finger tips the facts, experiences, and ideas gathered from similar problem situations on a country-wide basis. Such facts, experiences, and ideas as are pertinent to a problem area can be obtained by comprehensive, general studies in business education. Making these studies is an undertaking too formidable for any one business educator. Furthermore, much duplication of effort would be required for each educator charged with administrative responsibility in making broad general studies in business education as a basis for the solution of the problems he faces. These studies of major problem areas—practices both successful and unsuccessful, experiences, and mature ideas about them—are appropriate undertakings for professional associations and foundations.

Formal research, however, is not the only answer. Business management has found that a synthesis of the ideas and points of view on problem areas by men of experienced and mature judgment, of experiences in other similar situations, and of general and specific practices relating to the problem areas is useful as the basis for solving the specific problems of a business firm. The administrator of a business education program may find the consensus of the most competent, mature men conversant with the problem area, the experiences of others in similar situations, and the practices elsewhere the most valuable aid of all in making decisions on the specific problems in his school situation.

Business education needs a plan for cooperative study of major problem areas by administrators and administrators' groups. Such study will not necessarily solve the administrative problems, but it may give valuable data useful in solving specific problems.

The Administrators Division of UBEA, being cognizant of the need for a long-range plan for study of the major problem areas of business education, authorized a study commission for each of the four areas chosen for immediate study. Each commission was charged with the responsibility of formulating and conducting a long-range comprehensive study of its particular area. The four commissions, one each for the four areas, are: (1) Study commission on business education curriculum, (2) Study commission on in-service training and development of business teachers, (3) Study commission on pre-service training of business teachers, and (4) Study commission on guidance and follow-up services for business education.

The study of each area is to include all levels and all types of business education programs. It is intended that the study of each of the four major areas shall be both general and comprehensive in nature. The studies should synthesize the ideas and judgments on the problem areas of the most competent men in the field, the practices that have been successful and unsuccessful, the experiences of schools having been faced with specific problems related to the problem area, and other data that may be useful in solving specific problems in a local school situation. The studies should be continuous.

The purpose of this long-range study of major problem areas is to improve business education by providing data and related information helpful to administrators in solving their specific problems.

ELVIN S. EYSTER, President
Administrators Division of UBEA

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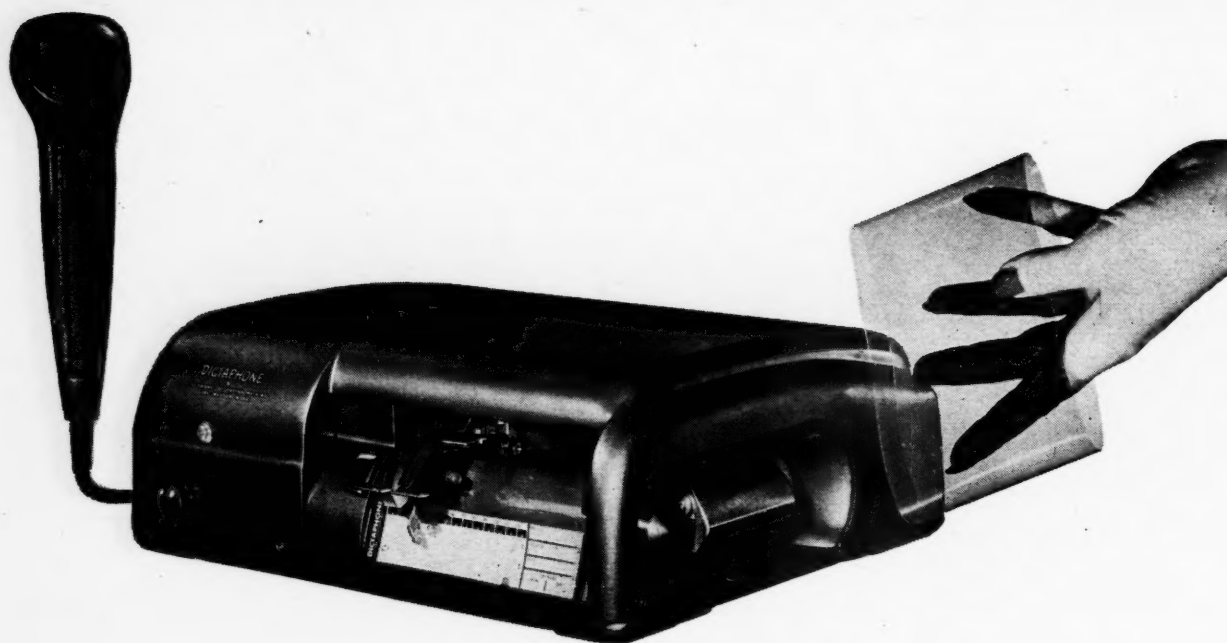
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Up-To-Date Equipment Is Necessary for Modern Office Practice

The office practice course in the secondary school, in the trade school, or in the college should be broad enough to include both machine instruction and business information and practices. To accomplish this dual goal, it is necessary to have an adequate number of office machines. It is a short-sighted policy on the part of school administrators to neglect to equip an office practice laboratory with up-to-date machines and equipment. Teachers of office practice are to be commended for the splendid job of instruction they are giving on outdated, outmoded, and old-fashioned machines. Some schools are still doing business in their office practice laboratories with their 1920 equipment in 1953. The students who are trying to learn modern methods on these old machines are in a state of vocational bankruptcy. They cannot get out of the machine what the machine does not have. They cannot work efficiently with machines that are antiquated.

Administrators should look into the possibility of renting machines if their budgets do not permit the purchase of new machines. The purchase of used machines at a reduced cost is also attractive to the budget-minded person.

The office practice course integrates and refines skills and knowledges already acquired, as well as introduces and provides for the development and learning of new skills. This is the opportunity to prepare students for office positions. A variety of office routines should be experienced by the students; filing, communicating devices, handling the mail, the use of business forms and records, duplicating, typewriting, calculating machines, etc., knowledge of equipment and supplies. Students should have the opportunity of becoming acquainted with many machines and develop vocational skill on one or two machines. Orienting the student to office situations and helping the individual to develop the right attitudes and understandings of office work are of utmost importance.

In this issue of the **FORUM**, teachers are sharing with us their experiences in teaching office machines and clerical practice. Some of these teachers have very little equipment in their laboratories; others have an adequate number of machines. However, they all have vision and are trying for the constant self-improvement of their students. They keep moving ahead with a common destination in view — to develop students to meet the problems of contemporary life, to help them to become self-sustaining members in society, and to interpret the economy of the community they are serving.

MARY E. CONNELLY, *Issue Editor*



Says this plain and timely message: These days of national defense pressure, businessmen have been probing the industrial processes, looking for economies and short-cuts, when *paperwork* offers the greatest opportunity for savings and speed-ups. All of business, all of industry, is only dead equipment without paperwork to *make it go!*

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THE *Forum*

Mechanization of the Business Department Is Here to Stay

The high cost of limited production, waste, errors, and irresponsibility of machine operators become major considerations of the business teacher.

By RUTH PLIMPTON PATTERSON
City College of San Francisco
San Francisco, California

Office machines teachers with a perpetual "weather eye" on business trends are aware of the increasing mechanization of office work. Cutting costs; increasing production; and eliminating waste motion, time, and materials are more vital to business survival now than ever before.

Manufacturers have responded with many changes and improvements in existing machines, and with new and improved machines to compete for their share in the machine expenditure of business. Specialized machines for special processes, once unusual in many businesses, are now a "must" where efficient management prevails.

These changes and trends are a challenge to office machines teachers and to those who control the educational dollar to wake up; catch up; and adapt equipment, methods, and education to present business needs. To do this is not quite so easy as it sounds. A vast amount of considering, evaluating, and deciding must be done by many persons in order to get the most benefit from the best in modern office equipment and to give the most in return for the large expenditure necessary.

Office machines are purchased in many schools, regardless of size, for one of two purposes: (a) For use in the administration of the school itself, or (b) For educational and classroom use.

Major Considerations

Of those purchased for classroom use, two major considerations affect the distribution of the equipment: (a) Division of equipment among different classrooms, subject groups, and teachers; and (b) Availability of equipment used infrequently by any one teacher, but desired occasionally or on call by any of several teachers. Still another consideration is the possibility of overlap,

or sharing of equipment between administrative offices and classroom teachers.

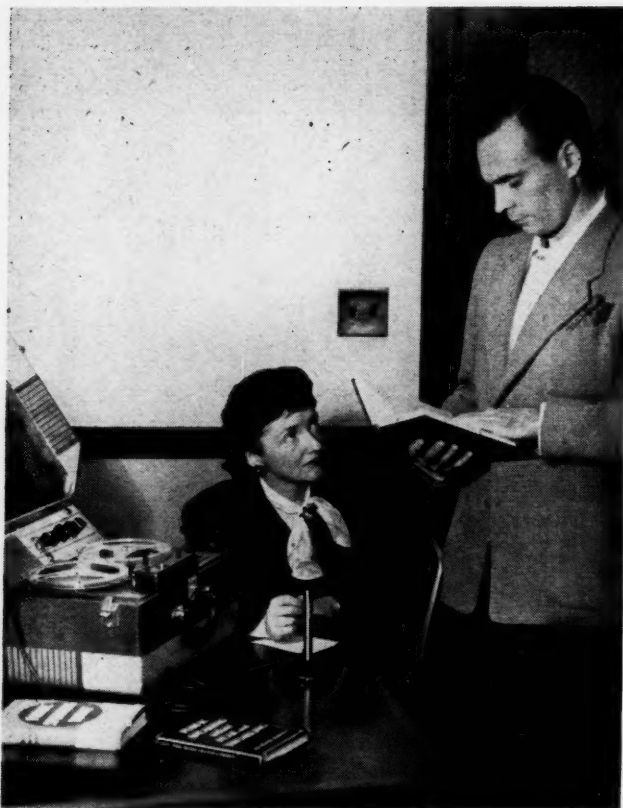
The City College of San Francisco has attempted to meet these considerations in the best possible way and to prepare for future changes. The college has had a campus of its own for less than thirteen years, but in that time has fluctuated in enrollment with the changing war conditions to a present enrollment of more than 6000, including day, evening, and special students. Enrollment in the business department makes up quite a large percentage of the total enrollment. Of the thirty-two business teachers, four are full-time instructors of office machines.

Close cooperation between the college and employers in the large metropolitan area of San Francisco has resulted in a united effort among all the business teachers of City College to direct business education to the business needs of San Francisco employers. The choice of business machines purchased, of course, has been greatly influenced by the employment needs of the city.

Distribution of Machines

The logical and most convenient distribution of business equipment at the college has placed the adding, calculating, bookkeeping, and record-keeping machines with the accounting courses under an instructor whose major interest is in that field. The duplicating, transcribing, and allied machines are taught in connection with the secretarial and clerical courses. The third group of machines make up the key punch accounting group and are, of necessity, located where they are used for school record keeping, and are taught by an instructor experienced in key punch accounting.

Machines which are desired for occasional use by some instructor may be moved from place to place on approval



COMMUNICATIONS . . . Instruction in communication, both oral and written, is important to the business student. The student (above) in beginning business speech uses a wire recorder under the supervision of his instructor at City College of San Francisco.

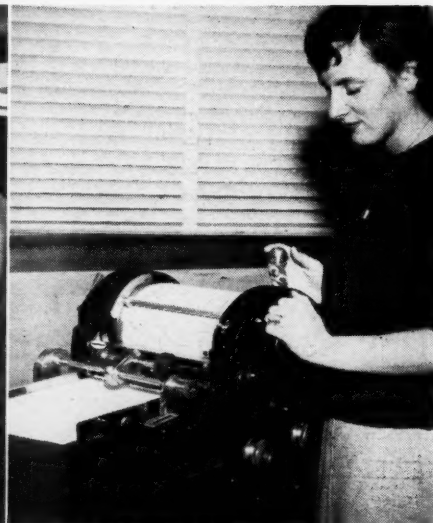
STENCIL WORK . . . Preparatory to cutting a stencil, the student (below) gains experience on the Vari-Typer in addition to the electric and manual typewriters of various makes and models. Another student (below, center) at City College of San Francisco uses a ball-point stylus to trace a drawing on the stencil which will be used later on the mimeograph. Instructions for cleaning and filing the stencil are important to the student who may be required to re-run the stencil at a later time.



MACHINE TRANSCRIPTION . . . Each student receives experience in transcribing from the various types of voice recordings. Belts, discs, and cylinders are prepared by the instructor to provide transcription materials for the students.



DUPLICATING . . . Whether the stencil process (above) or the direct process (below) is used, the student is taught the proper procedure for attaching and positioning the stencil or master copy.



of the administrator in charge of school properties. Arrangement for such sharing of equipment is merely a matter of cooperation between instructors.

Certain machines, such as tape and wire recorders, slide and film projectors, and others, purchased by the college for general instructional purposes, are kept in the visual aids department and issued through a request schedule prepared at the beginning of each semester. If machines are available, they may also be requested on short notice. An operator, if desired, is furnished by the school to operate film projectors. Tape and wire recorders are used frequently by instructors of such courses as personal development, speech, business English, and advanced shorthand.

In the college, as in all free public education institutions, the capable and the slow students enroll with equal rights. When employment is high, the quick-to-learn tend to leave for employment just as soon as possible. Unfortunately, instructors often take a resigned attitude toward slower students, doling out the lower grades and accepting the whole situation as a problem about which little can be done. But that is not necessarily so. Often the trouble is in not understanding how much slow students can be taught and how to do it, in expecting too much of them, and in covering too much ground too rapidly. It is amazing how much hidden talent, sometimes artistic, sometimes mechanical, may be discovered among the slow-to-learn students. Instruction to them must be given in small segments under close supervision followed by repetition and practice and then more repetition.

Dead-end Jobs

A few years ago the Director of Personnel of Lockheed Aircraft Company permitted me to observe him at work interviewing the long line of applicants who passed before his desk. Often he hired an applicant whose mental test scores were surprisingly low. He explained that Lockheed had cut turn-over enormously by classifying jobs carefully and hiring for so-called "dead-end jobs" those applicants who would seldom be considered for advancement, but who would be content to remain where they began, getting increased pay for increased production. He remarked that they usually proved far more dependable in such jobs than the more ambitious type with an eye on advancement.

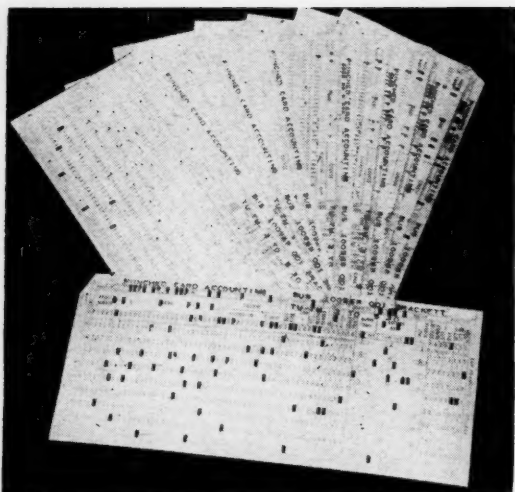
Minimum Essentials

It is helpful to begin a semester with a list of minimum essentials to be completed during the semester as general orientation for either "operating knowledge" or "skill"

on any machine. As the semester progresses, changes and substitutions can be made to adjust the plan to individual differences, previous learning or experience, or preferences, particularly with those who may not be able to enroll for another semester or for adults who desire specific education.

Minimum Laboratory Requirements in the Office Machines Class

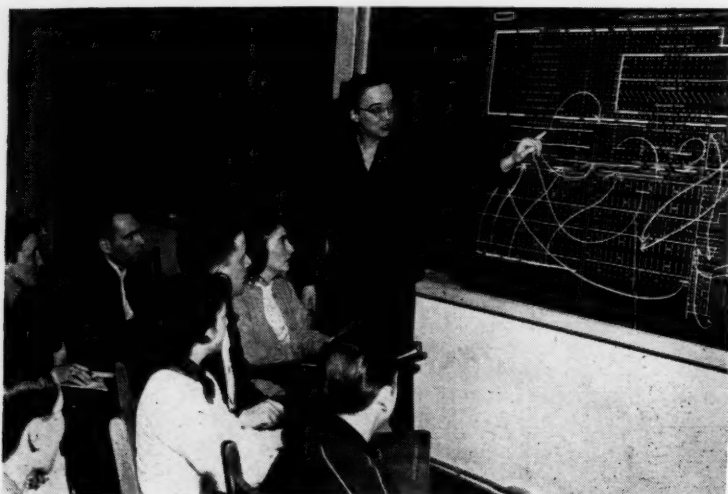
1. Complete Lessons 1 to 14 inclusive from "Fundamentals of Mimeographing."
 - Lesson 1 & 2 How to type on a stencil sheet
 - 3 How to operate oil base ink and water soluble ink machines
 - 4 How to draw, write and rule on a Mimeoscope
 - 5 How to do lettering
 - 6 Test How to do shading
 - 7 How to prepare a ruled form
 - 8 How to mimeograph two colors at one time
 - 9 How to mimeograph postal cards
 - 10 How to mimeograph a four-page folder
 - 11 How to mimeograph a French fold
 - 12 How to mimeograph narrow paper
 - 13 How to mimeograph a multicolor job
 - 14 Test How to justify right-hand margins
2. Spend one hour studying duplicating samples and filed material.
3. Cut one direct process master using instruction sheet.
4. Run two masters on *electric* direct process Ditto duplicator, without help.
5. Run two masters on *hand-operated* direct process Ditto duplicator without help.
6. Cut one Ditto gelatin process master copy.
7. Run one master on Ditto gelatin duplicator.
8. Patch one stencil.
9. Run one stencil on duplicator.
10. Run one stencil on hand-operated (#77) A. B. Dick mimeograph without help.
11. Run three stencils on #92 Dick mimeograph without help.
12. Run three stencils on #450 Dick mimeograph without help. Run one stencil on #450 Dick mimeograph containing Contact-Dri (water soluble) ink.
13. Run twenty cards by hand on #77 Dick mimeograph without help.
14. Run fifty cards by electricity on #450 Dick mimeograph.
15. Make two Graphotype plates; one with your name and home address, and one with the school address (Zone 12) or the equivalent.
16. Run fifty practice plates on addressor — properly placed and mailable.
17. Transcribe discs #1, 2, & 3 on Ediphone Electronic Transcriber.
18. Transcribe cylinder #1 on Dictaphone and #1 on Ediphone.
19. Shave one cylinder.
20. Typewrite one hour on each make of electric typewriter (4) and cut a stencil on one for office use.
21. Cut paper for pads on press cutter and make pads in press with padding cement.
22. Spend two hours on the Varsity typewriter.



PUNCHED CARDS AND MACHINE ACCOUNTING . . .
The cards (above) designed for use in accounting make for accu-



... racy, speed, and flexibility. A student (above, right) checks a report on the punched card accounting machine at City College.



WIRING DETAILS . . . The instructor (above) illustrates the wiring needed for a run of a typical sales-analysis report. The control panel, wired by students (above, right) is checked in preparation for a demonstration run on the punched card machine.



ADDRESSING AND SORTING . . . An electric addressing machine (below, left) is often used in offices for preparing invoices and statements. The student (below, right) is gaining experience in actually sorting punched cards on the sorting machine.



"Office machines are more vital to business survival now than ever before."

During the orientation period of the work, the teacher should emphasize constantly the need of developing by practice those habits, qualifications, and attitudes desired in the highest type of employee. Every student should be expected to practice these habits constantly in the office machines laboratory. Improvement in this respect affects the grading equally as much as development of skill.

Explanation of Grading

The rules and explanation of grading are given to each student as he begins the course. The grades of *A, B, C, D, or F*, are based on the points which follow:

1. Dependability:
 - a. Doing a little more than is expected
 - b. Being accurate in catching and correcting all mistakes
 - c. Using good judgment in decisions
 - d. Being resourceful in solving problems
 - e. Carrying jobs through to completion without supervision
 - f. Accepting responsibility
 - g. Observing rules and following instructions.
2. Daily practice of the *best* in office procedure and conduct:
 - a. Regularity of attendance
 - b. Honesty and fairness at all times
 - c. Good office "housekeeping"
 - d. Cooperation with everyone
 - e. Working without supervision
 - f. Cheerfulness and courtesy
 - g. Building goodwill toward the department.
3. Learning by observation and questions whenever any job is being done that is unfamiliar. Ask "learning" questions. Do not ask "leaning" questions. Be alert! Be curious! Be interested!
4. Increasing your ability to turn out better quality and greater quantities of work as experience is gained.

Rules To Be Observed

First: This is a business office. You are an employee. The instructor is your supervisor. Do everything at all times as if you were being paid for doing good work. Conduct yourself as you would in the highest type of business office. Confine all conversation to your work. Therefore, do not discuss personal matters during working hours. Do not chew gum. You are being educated to be the highest type of business employee.

Second: The operations of many machines can be learned fairly quickly. Your job is to use them rapidly and skillfully as tools for completing the work you have to do. You are learning to assume and carry out responsibility. The quality and the quantity of your production affects your value as an employee.

Third: Make every possible effort to economize in the use of material and supplies. Do not open new reams of paper, new quires of stencils, new bottles of fluid, or any other new item when open items are not used up. Do not waste!

Fourth: Put away all supplies and materials with which you have worked. Keep all machines clean at all times and covered when not in use. As a prospective supervisor you should assume the responsibility for orderliness regardless of how the disorder occurred. The laboratory must be left in spic and span order at the end of every period. *Learn to be a good office housekeeper.*

Fifth: Every absence must be made up, but undue absences and tardiness will decrease your grade. You cannot afford to be absent except in extreme emergencies. If possible, notify the instructor *before* class time if you must be absent.

Flexible Plan Needed

Almost every method and combination of methods possible in teaching office machines have been tried in my teaching — both controlled and uncontrolled job-work for the school, all practice and no job-work, battery presentation, rotation on machines, separation of beginners from advanced, combining all types without reservation, segregation by interests and majors, and many others. One conviction resulting from so much trial and error experimentation is that the plan used must be extremely flexible.

Until a student is ready to concentrate on increasing production, it is wise to avoid all emphasis on quantity and consider only quality of work. After students have mastered the fundamentals, emphasis is shifted to their dollar value to an employer. The high cost of limited production, waste, errors, and irresponsibility become major considerations. Tentative production goals are suggested and students are encouraged to find their own ways and means of increasing their output. They are helped in finding short-cuts and guided toward learning how to accomplish more than one thing at a time by planning and preparation.

Everything considered, office machines courses are the most versatile and the most fascinating of all courses in the business curriculum. Materials and improved methods and teacher helps are badly needed. Why not pioneer in this great field?

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Criteria for Selecting a Duplicating Process

There are many factors which enter into determining the process to be used.

By JUANITA M. RAUCH
University of Denver
Denver, Colorado

In teaching the use and operation of duplicating machines, business teachers often fail to help the student set up criteria which will guide him in selecting the most economical and best process for the work at hand. Duplicating cost is a large item in any office budget. We can aid business greatly by giving the students a good understanding of each process and when each should be used. A few of the most commonly used duplicating processes are the gelatin; the fluid, liquid, or direct process; the stencil; the offset; and the automatic typewriters.

There are many factors which will enter into determining the process to be used. The most evident are the quality desired of the finished product, the style and amount of copy, type of illustrative and photographic material, number of reprints, the frequency of the work, the speed, number of trained operators, use of material (interoffice or outside distribution), number of colors used, amount of money allotted, and office layout.

For only a few copies, the fastest and most economical method is to use carbon paper. The selection of the proper carbon paper is a topic on which several class periods may be used. It will suffice to say here that for the best carbon copies, use the new plastic back carbon paper which lasts longer and smudges less.

The Gelatin Process

The gelatin process may be called the indirect process or the absorption method.

Advantages: It is a simple process to learn. Corrections are easily made. Eight colors may be made on a copy from one master. One can write, draw, or type on masters with special carbon paper, pencils, ink, and ribbons for the typewriter. Machines are available in the letter-pan size, flat bed style, the rotary type, or with elaborate stands. Equipment and supplies are inexpensive.

Disadvantages: The master copies cannot be reused. The gelatin films are subject to weather conditions; are easily marred or chipped by fingernails or improper handling; and the film cannot be reused until time has elapsed for the films to absorb the ink. The copy fades.

Master Copy Paper: Penotype A or B and Pencil Form (others also on market).

Copy Paper: Non-absorbent, as Hi-Speed D, and Long Run B (others on market).

Uses: This type of duplicator is used most frequently in elementary and secondary schools. Many small restaurants and businesses find this helpful and economical for preparing various forms.

Number of Copies: Usually 10 to 100 from a well-prepared master and an efficiently operated machine.

The Fluid, Liquid, or Direct Process

The direct process is one of the most popular ones on the market today for short runs because of the ease in both the preparation of master, and the operation of the machine.

Advantages: Masters are easily prepared with ink, colored carbon, or pencils. One can write, draw, or type-write on masters. Masters may be filed and used over again until all the carbon is worn from the master copy. Corrections are easily made. Several colors may be reproduced on one master at one time. Masters quickly and neatly reproduce on this machine. Operation of either hand or electric automatic models is a simple process to learn. New plastic covered carbon paper keeps smudging to a minimum. Black is also available now.

Disadvantages: Carbon paper can be used only once. Copies fade. Only a few adjustments of placement of the copy can be made on the machine. Cards must be fed through the machine by hand.

Master Copy Paper: Although each company recommends the use of its particular master and copy paper, you can with reasonable success interchange the master, copy paper, and even the fluid. The distinguishing feature of the fluid master is that the carbon side appears to be backwards. All companies have master sets which have the master paper and the carbon fastened in the right position with a protective sheet. These are very convenient, but more expensive than buying the paper by the ream. All the new carbon sheets have the plastic coating to eliminate smudging.

Uses: This process is widely used for business forms, interoffice communications, bulletins, tests, and the like.

Number of Copies: Usually 100 to 500 copies depending upon the kind of machine and the type of master (carbon masters typed make more copies than ink and pencil masters).

"There are many brand names for stencils and master copies."

The Stencil

Advantages: The stencil duplicator is the most common type of machine found in an office. The learning process is not too long. This machine produces copies in black ink or colors. The new fast-dry ink eliminates slipsheeting. Stencils are easily prepared with drawing, typewriting, writing, and shading. Stencils may be preserved in the special wrapper for filing and used again and again. Corrections are easily made. Raising and lowering of the stencil is quickly accomplished on the machine. Many makes and models (hand and electric) are available. Various types and styles of styli, shading plates, and lettering guides for illustrations may be used—the new ball point stylus is excellent for writing signatures.

Disadvantages: It is more expensive than the fluid process for small runs. Cards are best duplicated on the special small card stencil duplicators.

Stencils: There are many brand names for stencils. Stencils are made in colors—yellow, blue, and green—with cushion sheets and special correction fluid for each and come with or without the over film or satin film. There are now stencils scientifically prepared and marked to make the difficult typing and arranging of material on the stencil easier; for example, a two or three column newspaper, two and four-page folders, post cards, half-sheet work, handwriting, or for shorthand, addressing labels with the perforated sticky copy paper,

and the economy ones for short runs. Stencils may be bought in all sizes from the post card to the legal size.

Copy Paper: There are many kinds of mimeo paper on the market, in 16, 20, and 24-lb. weight. Mimeo Mead Bond, Nekoosa, Moistrite Mimeo Bond, Carlton Mimeo, and Fleet Bond are among the good brands.

Uses: For all types of work where many copies are needed but the cost of a more expensive duplicating process would not be justified.

Number of Copies: Depends upon the freshness of the stencil, how well it is typed and prepared, and the skillful operation of the machine—usually 100 to 5,000 per stencil; chemically prepared stencils up to 10,000 copies.

The Automatic Typewriter

Automatic typewriters are for preparing form letters. They use a perforated roll (prepared on another machine) similar to a player-piano music roll. All models are electrically controlled. One trained operator can keep three to six of these machines at work on a variety of letters at one time. The machines can be set to type certain selected paragraphs in the order that the buttons have been pushed and can be set to type to a certain point, stop to allow the operator to insert a sentence or a name, and then the machine will automatically complete the letter. In an eight-hour day, 200 short letters may be typed. This is an excellent process for a large form letter mailing list.

(Continued on next page)

CHART FOR DUPLICATING PROCESSES

INFORMATION :	DUPLICATING MACHINE			
	GELATIN	FLUID	STENCIL	MULTILITH (OFFSET)
Maximum number of copies (all variables considered)	100	500	5,000	Short run mats—500 Medium run mats—2,500 Long run mats—5,000 Metal plates—unlimited
Will the machine print on ordinary bond paper?	YES	YES	YES	YES
Can line drawings be used?	YES	YES	YES	YES
Can photographs be reproduced?	NO	NO	NO	YES
Can two or more colors be reproduced at once	YES	YES	YES	NO (one at a time)
Can hand lettering and drawing be reproduced	YES	YES	YES	YES
Can reprints be obtained?	NO	YES	YES	YES
Color from ordinary master?	Purple print	Purple print	Black print	Black print
Type of master paper to use?	Penortype or Pencil Form paper	Any fluid master and carbon set	Yellow, blue, or green stencil	Mats or plastic plates Zinc and aluminum plates

"The most recent development in the offset process is the stencil negative."

The Offset Process

The offset process resembles letterpress work and is usually less expensive.

Advantages: It is fast — approximating 6,000 revolutions an hour. Copies do not offset and are clear. The mats or plates may be filed for further use. One may type, letter, write, or draw on mats using a special multi-lith ribbon, pencil, or ink. Corrections are easily made. The machine has excellent registry for intricate designs. Excellent for cards and post cards. Photographic copy and metal plates may be run indefinitely.

Disadvantages: The all-purpose machine is expensive for ordinary use. The training process for an operator is tedious since the best way to learn to operate this machine is by using it. There are many adjustments and different kinds of fluids one must learn to use. A separate mat must be prepared for each color of ink because only one color of ink can be run in the machine during a single operation. The solutions required for processing the mats or plates are expensive.

Mats or Plates and Copies: Each company has its own mats or plastic plates for short runs (500); medium runs (2500); and long runs (5000). For over 5000 copies, it is advisable to have an aluminum or zinc plate made of the copy. This is a photographic process which is easily

accomplished in five minutes with the negative of the copy, metal plate, and an arc light or box. The number of copies from this plate is almost unlimited or until the plate breaks. The most recent development in this field is the stencil negative. This stencil is chemically treated and is prepared for duplication as any other stencil by typing, drawing, lettering, or writing on it. Then this stencil serves as the negative in making the offset plastic or metal plate, or for use on the stencil duplicator. The use for this type of stencil is unlimited in many offices.

Copy Paper: There are many good brands of offset paper on the market. Caslon Bond is a reliable stock. **Hints on how to choose copy paper:** (a) Be sure the copy is cut square and even with the grain running the *long way* of the paper for good stacking and feeding. Most feeding problems come from unevenly cut paper, curly paper, or paper that has been cut the short way of the grain. Good stacking means quick handling which aids drying and helps reduce off-set. (b) Paper should give clean outlines and be quick drying. Too smooth a surface of the paper causes off-set. (c) For good quality copies, be sure the paper is opaque. This will mean good contrast between paper and ink. It is advisable to buy only clean white paper or true vivid colored paper for easy-to-read copies and pleasing results.

A Day in the Office Practice Class

A model office is organized in the class to simulate job experience.

By EDGAR HEFFLEY
San Benito County High School
Hollister, California

San Benito County High School and Junior College is proud of its office practice class. What is more important, its pupils are proud of their class. The class is organized as a model business office that provides a business environment in which senior business pupils can polish up formerly acquired skills, become acquainted with office systems and routines, and build character traits that are essential to personal as well as business success.

Miss Hansen is a typical employee in our model office. Upon graduation from high school, she hopes to find employment in one of the offices in her community, or in San Francisco or another nearby city. Following this young lady through a typical day in the model office, (one class period is an eight-hour day for pay purposes)

can perhaps convey to you a picture of this scheme of organization.

Miss Hansen is employed as a clerk-typist in the type-writing and stenographic pool. She is classified as a Class I employee, (there are six classifications, based upon competency and degree of skill) and as such, receives an hourly rate of 50 cents (pseudo, of course), the beginning rate in the pay range of that classification.

As she enters the office, our model employee removes her time card from the rack near the door and deposits it on the office secretary's desk. She knows that the office secretary, who acts as assistant office manager, checks attendance by listing the pupils whose cards remain in the rack as absent and that an employee loses a day's pay for each absence. After removing her name plate

"A rotation system is used to give each pupil an opportunity to work in four departments."

from a drawer in her desk, she places her books and personal belongings, along with her typewriter cover, in the drawer. Our typist is now ready for work.

Job Order Prepared

In the paper tray on the desk is a job order, placed there by the supervisor. Attached are a combination invoice and job record form, two stencils, and a two-sheet copy of a price list. The job order, in duplicate, is from Dryden's Dried Fruits, a local firm selling dried candied fruits and nuts to eastern customers. The order calls for 500 mimeographed price lists, a nice problem in placement and tabulation. Our employee knows that she must produce an acceptable piece of work, so she plans the job carefully before cutting the stencil. If difficulties arise that she cannot solve, she signals her supervisor, who will assist her. When the supervisor encounters a problem beyond her experience, she consults the office secretary. The office manager, in this case the instructor, is called upon only as a last resort.

When Miss Hansen has finished the stencils, she proofreads them. Satisfied with the results, she notes the materials used and the time required for the job on the job-record form and places it in a tray on her supervisor's desk. If time permits, our model employee goes to work on Office Project N, which is a correspondence project containing a variety of correspondence work. It may be a letter of inquiry that has to be answered, it may be a telegram, or it may be a letter that requires rewriting. This project and a number of others have been set up in advance by the instructor and were taken from office practice textbooks or from actual business experiences.

All project work must be acceptable, or it is returned to be done over. When Miss Hansen completes the correspondence project, her supervisor will ask the instructor to check the project and give Miss Hansen an achievement test which may be written or oral. Our typist knows that any production work; i.e., work done for community organizations or for various departments in the school, can be substituted for project work of a similar nature because all production work is controlled by the head of the business department, and only work with real learning value is accepted. As Miss Hansen progresses with her project work, she becomes eligible for higher pay rates or employee classifications.

Receives 'Pay Check'

At the end of the day, Miss Hansen clears her work area, covers her machine, and places any unfinished work in the desk tray. She picks up her time card, notes that the time has been duly verified, and returns it to the rack. At the end of the week, she will receive a pay check for the days she has worked, less social security

and income tax deductions, which will have been prepared by the pay roll clerk in the accounting department. She will endorse the check and deposit it in a file tray, where it will be picked up and filed in her personal file along with her completed projects. At the end of the school quarter, it will be used in evaluating her performance for grading purposes.

Let us return a moment to the price list for which Miss Hansen cut the stencils. Miss Guterrez, supervisor of the typewriting and stenographic pool, is responsible, among other things, for quality control. If after proofreading a piece of work, she is dissatisfied with it, it is returned to the employee to be done over. In the case at hand, the work was satisfactory, so Miss Guterrez, after crediting Miss Hansen for her work, passed the job order and attached materials to the supervisor of the duplicating department. When the duplicating department completed the job, it was placed on the office secretary's desk. Here it was given a final proofreading, and the job was checked off a job register and placed in the mail clerk's tray with the duplicate job order form attached. A copy of the work was pulled for Miss Hansen's personal file, the original copy of the job order form was routed to the filing department to be filed in the stencil file. The combination invoice and job record form were routed to the accounting department where charges for time and materials were computed and extended. The charges were posted to accounts receivable by the book-keeping machine operator. The invoice was prepared and detached for mailing.

In organizing this model office, principles of organization that are essential to the efficient operation of any business enterprise were used as a guide. Here are eight principles of organization that we followed:¹

1. Consideration of the objective of the enterprise.
2. Utilization of functions as essential components.
3. Application of simplicity.
4. Determination of clearly defined channels for controlling the efforts of personnel.
5. Establishment of definite and fixed responsibility.
6. Consideration of the human element.
7. Establishment of adequate systems.
8. Provision for effective leadership.

The degree of success to be obtained from their application will of course be dependent upon individual circumstances.

We feel that as a result of good organization and layout of our model office, a maximum utilization of equipment is obtained. Furthermore, the instructor is relieved of the less important detail work, so that he can give instruction and assistance where it is most needed. He

¹Terry, George R., *Office Management and Control*, Richard D. Irwin, Inc., Chicago, Illinois, 1949.

"All project work must be acceptable or it is returned to be done again."

is in a position to view the organization as a whole and revise procedures as problems arise.

Equipment in San Benito County High School is not exactly limited. The list of equipment presented here is laid out in a room area of 20 by 30 feet and provides job stations for twenty-five students.

- | | |
|--|---|
| 13 drop-center secretarial desks | 1 Model 445 A. B. Dick |
| 1 executive type desk | Mimeograph |
| 6 4-drawer vertical file cabinets | 1 Ditto Electric Liquid |
| 1 12-tray Kardex file | Duplicator |
| 1 double drawer 5 x 8 card file | 1 Mimeoscope |
| 1 single drawer 3 x 5 card file | 1 numbering stamp |
| 1 500 unit stencil file cabinet | 4 staplers |
| 18 desk trays | 4 machine stands |
| 12 11" standard typewriters | 1 18" paper cutter |
| 1 12" electric typewriter | 1 small typewriting table |
| 1 18" micro elite typewriter | 1 large work table |
| 1 desk model bookkeeping machine | 22 standard chairs |
| 1 Ediphone transcriber | 1 rotary-driven calculator |
| 1 key-driven calculator | 1 ten-key adding listing machine (electric) |
| 2 full-key adding listing machines (hand-driven) | 2 full key adding listing machines (electric) |

With the aid of our custodial staff, we designed and constructed cabinets for the duplicating machines and a linoleum-topped storage cabinet and collating bench. Office furniture and cabinets are finished in a pleasant gray lacquer, which was also the work of the instructors and custodial staff.

A rotation system is used so that each pupil has an opportunity to work in each of the four departments mentioned. All pupils will not become supervisors, but the opportunity is there. We utilize the PBX in the administrative office for learning purposes, and pupils are assigned to departmental offices as clerks and secretaries. The latter are considered special projects and are evaluated in cooperation with the various employers.

In San Benito we feel that an office practice course is rich enough in content to challenge our best pupils, and at the same time it is broad enough to provide our pupils of lower ability with marketable skills. It is democratic in that it provides equal opportunity for all of the class. Most important of all, it is realistic.

Threshold Experience Toward Business Placement

The wise instructor will study community needs before planning the course.

By EMMA POLAND
Brookline High School
Brookline, Massachusetts

Again and again, teachers have been told about the basic needs of a course in office practice. They know that before offering such a course of study, a study of the surrounding business opportunities open to graduates must be made. Let us think of this as a study of the market — for certainly graduates are a product of labor which teachers sell to the public. Through this study business educators learn what is expected of graduates in the way of knowledges, abilities, and skills. Then they can set up the physical needs of an office practice course in their regions—the equipment to be used in producing this product.

If the physical needs are determined by the existing market, it should be obvious that rarely can two different schools follow the same teaching plan or even use identical equipment. Of course, there are some more or less basic machines, but the emphasis will vary with the market demands. For example, all teachers give some preparation on both types of calculating machines (key-driven and crank-driven), on some type of adding-listing machine, on a bookkeeping machine, in duplicating methods,

in the use of transcribing machines, and in filing; but the actual make of machine used and the emphasis given to it should be determined in each case by the market demand. Hand operated machines often give skill which is as satisfactory for business use as the electrically operated ones.

Several years ago the writer made a survey of the opportunities for placement of graduates in New Britain, Connecticut. It was found that by teaching certain additional skill in the use of modern office equipment, we could enlarge the market which was for the most part local — in small offices, department stores, and the many hardware factories of that city. As a result, one of the early courses in office practice was set up. It was successful in that the employers of the graduates were enthusiastic over the increased value of the beginning office workers; and parents and pupils alike appreciated the widening of placement possibilities. Later, a similar study was made in Brookline, Massachusetts. The market demands change not only from city to city, but they change within a city. It is only by keeping in constant

"It is amazing how much hidden talent may be found in slow-to-learn pupils."

touch with personnel departments and their changing needs that business teachers can hope to keep abreast of the times. A change in these needs usually means a change in work-sheet content. To make an office practice course of real value to the graduates of any school, the instructor of that course must be ready to change the emphasis or methods of instructing in the use of the different machines. Work-plan sheets must be constantly revised to meet the new demands. The wise teacher will plan the work-directive sheets for new machines with the department head in one of the offices where that machine is used—it is a good public relations contact which helps to interest employers in the school. Also, pupils have been found to follow directions more explicitly if they come from possible future employers than if they are read in the textbooks. Office practice textbooks are valuable because of the suggestions they offer instructors in planning the work or for their use as reference books by those pupils whose interest and curiosity direct them to seek additional information regarding the work they are doing.

Techniques for Office Practice

There are certain techniques which are very useful in teaching office practice. Some of these are in regard to class management, teaching methods, and placement.

At one time I tried to teach office practice as any other subject, even maintaining the same type of discipline expected in an English class. This out-dated method has been changed. Now, the class is conducted "office style." Each pupil is an office worker with a definite job due at a stated time.

When the pupils come into the office, they get any supplies needed for the job at hand and go to work. The teacher, as office manager, stays on his own job. No one raises a hand for attention—it is not done in an actual business office. If help is wanted, and the equipment is such that it can be brought to the teacher's desk, the help is given there. If the equipment is stationary, the worker comes to the teacher with a request for assistance. Of course, there are times when general help is needed. At the beginning of the first year of the work (the program offers two years of five periods each), the teacher should take time to explain the equipment and to inform the pupils where the supplies are kept. During this year demonstrations of new work being started on a machine help the pupils to understand correct procedures. Sometimes carefully worked out directive sheets are used instead of demonstrations because it is essential that our finished product be able to follow both oral and written directions and to learn when and how to ask questions. Each new principle may call for demonstration or explanation to individuals or groups as

needed; but the facts that they may move about, consult each other quietly, find their own supplies as needed, all help to train real office workers used to thinking and acting for themselves. Employers comment on this and say it is helpful to them to have beginning employees with certain school habits broken before they take their first job. Office practice instructors must insist on the meeting of deadlines; it is not fair to pupils nor to their future employers to do otherwise.

In the second year of the office practice course, the seniors are assigned work on two machines every five weeks with all work due and completed at the end of that time. The assignments are definite and the workers have had all the preparation needed to begin the assignment during the junior year. They understand that incomplete work is unsatisfactory and that they will receive poor pay.

As with all office practice instructors, one big problem is the duplicating work for other departments and instructors. In this office, work is done by those assigned to the duplicating machines; no one is called off other work. All requests for duplicating must come to the teacher; no pupil is allowed to accept such work from another instructor. All the work of one request is given to a pupil. This pupil is directly responsible for the completion of that job to the instructor for whom the work is being done. The pupil consults with the particular instructor, if necessary has the work set-up proofread, cuts the stencils or types master copies as needed, duplicates them, and delivers the finished product on or before the specified date. The instructor's comments are the basis for grading the assignment. Of course, once in a while an unforeseen emergency arises. Then, instructor and pupils alike get that emergency job on its way so the class can return to normal routine.

In teaching filing, we must decide how much, what methods, how thoroughly, certificates or no certificates, and the like. Each instructor must decide the answers to these questions according to the demands of the local market.

Placement is a problem all must face. Having future employers help with work sheets for new machines and by the teacher's spending a full day in the office where the machine is in use improves the relationship between the school and the business office. It also helps to keep in touch with the personnel managers of larger employers. Some of them are interested enough to visit the classroom office.

The class we call office practice might more fittingly be offered as a course in business laboratory work. In such a course all the theoretical knowledge learned by our pupils in previous years can be made practical, and it can give them a foothold on the threshold of actual business placement.

Management Techniques for the Office Practice Teacher

Office practice classes should resemble the adult business world.

By MARIAN JO COLLINS
Adelphi College
Garden City, New York

The office practice teacher has a challenging and rewarding assignment. He deals with a phase of educational work which is of immediate benefit and interest to students and which is ever-changing and expanding in its scope. His students come to class with a willingness to learn and leave with a sense of real accomplishment. For these reasons, the teacher can approach his work with enthusiasm and with confidence that his efforts will result in worth-while achievement.

The office practice teacher's duties are akin to those of the office manager, who—in order to get the office work done well, quickly, and efficiently—must know the following:

1. How to analyze the office requirements of the organization he is serving.
2. How to plan and lay out work to be done.
3. How to select and assign competent office workers to do the work.
4. How to direct and instruct them in their duties.
5. How to control all the office operations for which he is responsible.
6. How to control and keep down the expense of all these items.¹

The teacher who accepts the foregoing statement as true realizes that the degree of achievement is dependent in large measure on careful pre-planning of classroom activities and establishment of workable systems. He should constantly guard against setting up systems which may be so time- and energy-consuming that the accomplishment may not seem worth the effort expended. Specific application of management principles varies in accordance with organizational plans or educational methods employed, but establishment of efficient classroom routines is considered prerequisite to effective instruction.

Routines established in office practice classes in some schools may differ considerably from those established in other classes. The reason? Office practice classes are essentially activity-centered, resembling in their organization the adult business world, while the typical class—other than the office practice class may follow the assign-study-recite pattern.

Routines which increase the effectiveness of the learning situation and minimize confusion and time loss should be established; routines which stifle initiative, decrease interest, or increase detail work should be abolished. The office practice teacher who wishes to conserve his time and energy for the actual teaching job establishes routines which will serve him. He arranges for handling classroom details in such a manner, for instance, that he may delegate to students much responsibility.

Providing students with opportunities to share in the administrative phase of classwork has many desirable outcomes:

1. Students are trained in habits of accuracy and in businesslike procedures.
2. Students have actual experience in working in a businesslike and democratic atmosphere.
3. Class routines flow more smoothly when responsibility is delegated to many, rather than centered in an individual.
4. The teacher's time is released for supervisory and instructional duties.

The teacher's decision to encourage students to participate in management of the classroom will be influenced by several factors—the level of student maturity, the type of class organization, the class size, and the nature of class activities. For instance, the teacher may find that some students require a long training period before they are able to assume responsibility for any class activity. Such students may be accustomed to a regimented atmosphere and may require much guidance before they are able to approach their classwork with a mature attitude.

One effective plan is that of designating the teacher as general manager of a fictitious company. The general manager appoints his assistant manager, who then may select other helpers—secretary, file clerk, receptionist, storekeepers, and general clerks. Each of these employees should have an assistant or alternate who will serve whenever the regular appointee may be absent. The employees could then assume responsibility, under supervision of the general manager, for the following:

1. Distributing materials.
2. Collecting materials.
3. Keeping attendance records.

¹William H. Leffingwell and Edwin M. Robinson, *Textbook of Office Management*, (2nd Ed.; New York: McGraw-Hill Book Co., Inc., 1943, p. ix).

"... routines which stifle initiative should be abolished."

4. Making requisitions for additional supplies.
5. Establishing desirable standards of neatness and orderliness.
6. Filing finished assignments.
7. Keeping records of work progress.
8. Doing preliminary checking.
9. Serving as timekeeper.
10. Receiving visitors and answering inquiries.

An individual student may be responsible for more than one of the jobs. Jobs 1 and 2, 4 and 5, 6 and 7, or 9 and 10 might well be combined. Positions may rotate, or they may be permanently assigned. Positions may be awarded on the basis of merit, on the basis of need for a certain type of experience, or on the basis of random choice or election. However the positions may be handled, the need for the appointment of alternatives and for the preparation of detailed instructions is apparent. Instructions may be prepared in advance by the teacher or may be drawn up by student committees.

Another effective plan whereby a necessary classroom routine may serve training purposes is concerned with attendance records. Although it is true that school systems generally provide teachers with roll books for the systematic keeping of attendance records and that teachers keep the records in a required form, teachers do collect attendance data in a variety of ways. A few of the procedures available to a teacher are listed:

1. He may call the roll. (Comment: time-wasting procedure; method of the school rather than that of business)

TIME CARD				
OFFICE PRACTICE				
NAME _____		No. _____		
WEEK ENDING _____				
	Regular Time	Overtime		Hours
	In Out	In Out		
Mon				
Tue				
Wed				
Thu				
Fri				
Regular time—total _____ hours				
Overtime—total _____ hours				
Regular pay				
Regular Hourly Rate _____ \$				
Overtime pay				
Overtime Hourly Rate _____ \$				
Total Earnings				
_____ \$				

2. He may check attendance visually. (Comment: difficult in large or dispersed classes; does not offer opportunity for training student)
3. He may appoint a student manager who checks attendance. (Comment: offers some training to student)
4. He may use a time sheet on which all students must initial their attendance. (Comment: gives students some training in responsibility; approximates many business situations more closely than do the preceding methods)
5. He may have time cards—either handwritten or clock-punched. (Comment: gives student training in responsibility; accustoms student to "punching the time clock"; creates a more businesslike atmosphere)

Use of time cards is especially suited to the office practice class. The cards themselves provide material for arithmetic computations, sorting and filing, and payroll work. If each period of attendance is considered the equivalent of a day's work, the records will closely resemble those used in business.

Some teachers set up an imaginary system of payment for regular attendance and satisfactorily completed

TIME CARD			
OFFICE PRACTICE			
NAME _____		No. _____	
WEEK ENDING _____			
Time—(Enter "1" for each period of attendance)		Completed Jobs or Assignments—(Enter "1" for each completed piece)	
Mon.		Mon.	
Tues.		Tues.	
Thurs.		Wed.	
Fri.		Thurs.	
		Fri.	
Time Total _____		Piece Total _____	
Time Total x \$5 a day _____ \$			
Piece Total x \$5 each piece _____			
Total Earnings _____			
Less Deductions* _____			
Net Earnings _____ \$			
*Minutes of unexcused tardiness at 50 cents for each minute _____ \$			
Uncorrected errors at \$1 each _____			
Other deductions at \$1 each _____			
Total deductions _____ \$			

"Time and money are saved by having a well-organized plan for students to follow."

work. Such a system tends to lend greater reality to class work than does an ordinary grading system. An example follows:

<i>Description</i>	<i>Rate</i>
Payment for each full period of attendance	\$5.00 a day
Payment for satisfactorily completed jobs or assignments	5.00 each
Deduction for each minute of unexcused tardiness50 a min.
Deduction for uncorrected errors in completed jobs or assignments	1.00 each
Deduction for instances of lack of neatness, poor organization, or other defect which would detract from the value of the completed job	1.00 each

Under this system a student who has a perfect attendance record and who completes the required work earns \$25 for attendance and \$25 for completion of work. Thus he earns a weekly salary of \$50. Another student who has a perfect attendance record and who completes six jobs—one in addition to the required five—earns \$25 for attendance and \$30 for completion of work. Thus he

earns a weekly salary of \$55. A third student who attends class only four days, amasses a total of five minutes of tardiness during the week, and completes only three jobs would earn only \$32.50 (\$20 for attendance less a deduction of \$2.50 for tardiness; plus \$15 for completed jobs) for that week.

Information concerning payments may be entered on individual weekly time cards and finally transferred to a payroll register. Grades issued may reflect each student's total for the pay period or reporting period.

Students in some schools are permitted or encouraged to devote time to office practice in addition to regularly scheduled class time. Students who devote this additional time are rewarded in some manner: by higher grades, school honors, membership in service clubs, etc. A time card suitable for use under such conditions may also be designed.

Further development of time card systems could serve as a base for additional classwork. A complete payroll department—with students as tabulators, posting clerks, checkwriters, disbursing agents, and the like—could be established.

The Office Practice Class and the School Newspaper

Extra-curricular activities may have more practical value than many class exercises.

By **SISTER MARY ANNE JOSEPH**
Sacred Heart High School
Waterbury, Connecticut

The business teacher who practices the "open-door policy" toward school authorities, teacher-advisers of various organizations, pupil officers of clubs, and the like, is a wise and far-seeing one. How many times during the year do faculty and pupils come to the door asking the help of the business department to check and typewrite lists, file cards, write duplicate form letters, address envelopes, and various other clerical jobs? The teacher who uses these opportunities fulfills several aims of education, namely, the skills of his students are increased through the application of skills previously learned and right attitudes of cooperation and generosity are encouraged toward their fellow workers. Carrying each assignment through to its successful completion develops the desirable character traits of responsibility and self-reliance.

It is the purpose here to mention a few examples of how these extra-curricular activities may be integrated into an office practice course. As business adviser of the school newspaper, the writer was in charge of supervising the pupil circulation and advertising staff. The

paper, published twice a month, has a circulation of approximately eight hundred subscribers.

As most of the pupils on the staff are employed in part-time work after school, it was necessary to do the major part of the work during class time. Upon analyzing the duties of the circulation staff, it was found that they were all closely related to the skills and techniques taught in the office practice class.

The peak load of the work was done by the circulation staff in the month of September when the subscription letters were distributed and the circulation lists were revised for the current school year. A unit of intensive work covering a four-week period was constructed to include these various jobs. The object of this introductory unit was to give an over-all picture of the office practice course through the practical application of several office techniques and skills.

The duties were outlined for the pupils on a guide sheet which was accompanied by an oral explanation. The class was divided into four groups of five pupils each. A leader was appointed for each group who was

"The duties of the circulation staff relate closely to skills taught in the office practice class."

responsible to the teacher for the work of his group. All work had to be completed within a specified time, and submitted for inspection. The guide was set up as follows:

Guide Sheet — Group I*

OFFICE PRACTICE SKILLS AND TECHNIQUES	PRACTICAL APPLICATION ON NEWSPAPER
1. Writing business letters	1. Compose sales-appeal letters to send to previous and prospective subscribers.
2. Typewriting from rough draft (proper letter placement)	2. Typewriting selected letter from rough draft; set up attractively on letterhead paper.
3. Proofreading	3. Check for mailability; correct errors in grammar, punctuation, spelling, etc.
4. Stencil duplicating	4. Cut stencil for form letter.
5. Mimeographing	5. Mimeograph letters.

Guide Sheet — Group II

1. Attending to outgoing mail	1. Check previous mailing lists with City Directory for any changes in address.
2. Typewriting tabulated lists	2. Prepare corrected lists in alphabetical order — tabulate name, street, town.
3. Using carbon paper	3. Make four carbon copies of mailing lists — two for advisors, one for principal, one for files.
4. Address envelopes (chain feeding)	4. Chain feeding envelopes, type addresses from revised mailing list.
5. Duties of a mail clerk	5. Fold letters properly; insert enclosures in letter; seal, stamp, and verify with mailing list for accuracy.

Guide Sheet — Group III**

OFFICE PRACTICE SKILLS AND TECHNIQUES	PRACTICAL APPLICATION ON NEWSPAPER
1. Typewriting cards for files	1. As subscriptions come in, pupils typewrite on cards the name, address, date, and amount received.
2. Filing	2. These cards are filed in alphabetical order in a small desk for easy reference.
3. Telephone techniques	3. The principal recommends that the staff contact by telephone those who did not renew their subscriptions — and tactfully encourage them to do so.

Guide Sheet — Group IV

1. Keeping a cash book	1. Record cash received in a cash book using individual cards as a basis for entries.
------------------------	---

*At least two pupils in this group should have completed advanced typewriting.

**At least one pupil should have completed one year of bookkeeping.

- | | |
|----------------------------------|---|
| 2. Use of ten-key adding machine | 2. Check total in cash book with total of individual cards in file on the ten-key machine each day. |
| 3. Verifying the cash book | 3. Check each day's receipts with the business adviser and deposit in office safe. |

By the end of the first week, the envelopes and letters were sealed, stamped, and sent to the subscribers. Early in the second week, the lists of pupil subscribers were revised. These lists were divided into classes, put in alphabetic order, and rearranged according to home room divisions. The homeroom captains who conducted the sales campaign for subscriptions used these lists during this week, known throughout the school as "Forum Week." When the pupils paid their subscription fee, they received a receipt in the form of a red tag made of cardboard. They wore these tags on their blouses and coats during the campaign week. No pupil wanted to be seen without the traditional red tag during that week. At the end of each day, the homeroom leaders brought their total receipts to the Cash Recording Group who in turn checked it and recorded totals in the cash book. The homeroom list was further submitted to the filing group who made the record of individual payments on the duplicate file list. The homeroom leader was responsible for keeping the record of payment on his own list.

The subscriptions solicited by mail began to come in during the third week of September. A file card for each subscriber was made which included the name, address, date, and amount received. The cash recording group counted and recorded the money. The names were given to the filing group to record the amount and date on individual cards. These cards were placed in the alphabetic file. The members of the filing group were ready to make their permanent mailing lists by the fourth week. These were put on specially prepared stencils and duplicated on perforated, gummed stickers for the whole year.

Once the intensive work as organized in the above unit was done, the rest of the year was smooth sailing for the circulation staff. Their work was done during free periods and one or two short periods after school twice a month. As each issue of the paper came from the printer, the paper was folded, stickers were pasted, and then it was stamped. During the year we were able to procure a second-class mailing permit for our paper which minimized our mailing costs. Pupil lists were taken from the file each time the paper was issued. Copies were counted out for the homeroom leaders. They called for them at an appointed time for distribution.

It is safe to conclude that the "open-door policy" kills two birds with one stone: it provides for practical application of office practice techniques, and it builds desirable attitudes and character traits in boys and girls.

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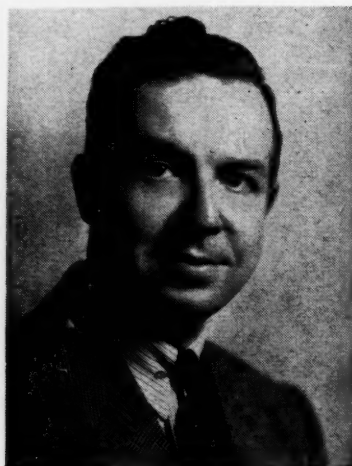
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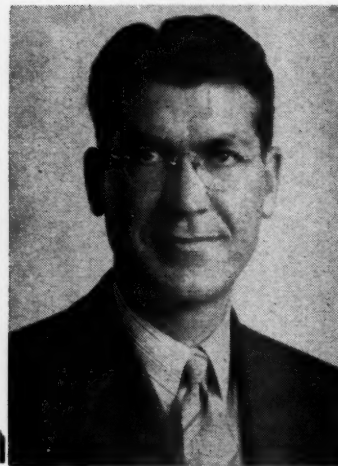
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A Salute to the Forum Staff

To educators all over the country, both business educators and general educators, the BUSINESS EDUCATION (UBEA) FORUM has become the spokesman for business teachers in America. As the official publication of the United Business Education Association (a department of the National Education Association) and the unified regional associations, the FORUM represents the ideas of business teachers in all areas of business education and at all levels of instruction. Its valuable feature articles, monthly service articles, and news reports of affiliated associations have given it unusual prestige.

The FORUM is owned and published by the members of UBEA exclusively as a service to its members and to the profession. The members have a share in its ownership and a voice in shaping its policy—a policy which has in view at all times the best interests of the business teacher and of the business student.

The FORUM editorial organization is unique and requires the services of many persons. First, there is the UBEA Publications Committee; second, the corps of member-contributors; and third, the large staff of editors—each a specialist in his respective area.

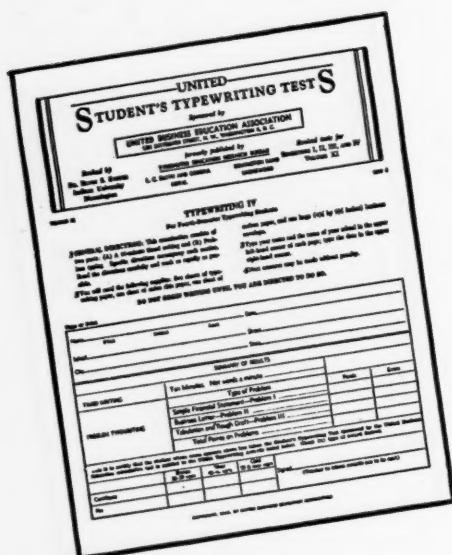
The policy-making group is the UBEA Publications Committee (front cover) consisting of six outstanding business educators whose opinions are highly respected not only by business educators but also by those who are responsible for the total program of education in our American schools. It is the duty of this com-

mittee, under the guidance of the National Council for Business Education (UBEA Executive Board) and the UBEA Representative Assembly (delegates from fifty-one affiliated associations), to outline the long-range publication program for the Associations United.

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UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor
MINA H. JOHNSON, Associate Editor

TEACHING TECHNIQUES FOR FIRST-YEAR SHORTHAND

Contributed by Rita Polk Heape, Greenville Senior High School, Greenville, South Carolina

Mutual friendship is, of course, necessary for progress in shorthand learning as in any other subject. Beginning shorthand pupils should be greeted pleasantly every day. Their teacher should let them know that he is glad to have them in his class. Shorthand should be presented in such a convincing manner that girls and boys will know they are taking one of the most important subjects in school, especially if they expect to use it later in an office.

When a teacher grows red roses to bring to class, pupils love them. Although they realize it takes much effort to grow these roses, they will agree that the roses are worth the time and the work it took to grow them. Shorthand is comparable to roses. Shorthand requires concentrated effort every day. The persistent application required to learn the skill gives pupils experience in working hard for what they want—most people like to do something others cannot do and the knowledge of shorthand affords the student an opportunity to take notes that others cannot read. The teacher might cite instances indicating that shorthand is a stepping stone to fine positions.

Shorthand may be worth at least \$1000 to each of the students. This amount may be determined by adding the cost of a business course and a comparable salary for the number of months, usually nine, that they are taking the course; this will indicate to them that they are saving money by taking shorthand in high school.

Encouragement fosters progress. Dictate parts of each lesson on several different speed levels. This encourages all pupils, as they feel that they have a chance to reach for a higher goal. Improvement should be stressed instead of emphasis on perfection during the early months of instruction. In their most perplexed hours, pupils ought to be told that if they knew all there is to know about shorthand there would not be any reason for them to continue with the subject. Pupils may be asked to check a part of each lesson immediately

after the dictation is given, using a colored pencil, as color seems to make errors more conspicuous. Praise them for even a small decrease in the number of errors from day to day.

Give the pupils a chance to experience the feeling of success, if only to a small degree. Decorating the bulletin board, mounting the work on colored paper, using matching colors for thumb tacks, and keeping the material up-to-date helps to show even the weak ones that they, too, can accomplish something. There is usually a carry-over to shorthand; as a result they will often try harder to succeed in learning the subject.

Teachers should be interested in the things in which their pupils are interested. Never speak harshly in a classroom; always be patient and kind, trying at all times to keep up the spirits of the boys and girls. Even shorthand takes on a different meaning in a happy atmosphere. Pupils think of it not as a difficult subject that they cannot learn, but as one on which they are willing to spend the necessary time and work in order to master it to the best of their ability. It is nice to hear a pupil say, "I love to come to my shorthand class; I wish I could stay in here all day," or "It is fun to take dictation if you know the shorthand."

Transcription should take place the first day in a shorthand class. Longhand may be used for approximately three days while the typewriter keyboard is being learned. Dictate connected discourse and have it transcribed. Giving dictation and having it transcribed during the beginning days in shorthand tends to test the validity of the statement often quoted but not always practiced:

... one should always begin doing a thing as nearly as possible the way it is eventually to be done.¹

Shorthand students should be encouraged to join the Future Business Leaders of America in order to benefit from training beyond the classroom. Such organizations as the Rotary Club and the National Office Management Association sponsor programs for FBLA. The club

¹H. L. Hollingsworth and A. T. Poffenberger, *Applied Psychology*. New York: Appleton, 1909, pp. 66-67.

(Continued on page 34)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TYPEWRITING IS IMPORTANT IN THE GENERAL CLERICAL COURSE

*Contributed by Mary Ellen Oliverio, Teachers College,
Columbia University, New York City*

A teacher developing plans for a general clerical course might well ask himself these questions: "What is the role of the typewriter in a general clerical course?" "Is it necessary to include typewriting in this terminal course when there are so many topics that must be included?" "Can the teacher assume that the students have had all the typewriting they need in their typewriting course?" A little thought and exploration in the field of clerical preparation will convince most teachers, certainly, that the typewriter plays a very important role and must be included in the course commonly called *general clerical practice*. Furthermore, the teacher cannot assume that the pupil who has had a year of typewriting is necessarily ready to do clerical jobs on the typewriter in a work situation.

Attempting to teach a general clerical course without the integration of typewriting tasks is very much like attempting to teach tennis on the gymnasium playing floor. The young tennis enthusiasts can develop perfect backhand strokes, forehand drives, and lovely serves against the backboard in the gymnasium. But even a considerable degree of facility with the racket and ball against the backboard is not going to mean smooth playing on the court. The student will soon realize that playing against an opponent is very different from playing against himself. There will be a period of adjusting to actual play on the courts. Likewise, the person who learns typewriting from a textbook of printed copy and goes through a general clerical course with no typewriting, or very little, will find it difficult to cope with the typewriting assignments he might have in connection with general clerical duties in an office.

General Clerical Course Defined

There is a great deal of confusion concerning what is meant by "general clerical practices." A look at courses of study and the literature clearly shows that there is not a common meaning for this course. In order to have a frame of reference as we discuss the course, we shall define the general clerical course as a "terminal course that provides students with an opportunity to become acquainted with the duties of the general clerical worker and to become proficient in some aspects of general clerical work."

We might well ask what is the difference between the course commonly called secretarial or office practice and general clerical practice. The primary distinction is that the former course includes work in dictation and transcription from notes and machines. The latter course does not include the stenographic phases of office work. In fact, the general clerical course is frequently referred to as the course for the non-stenographic students in the business curriculum.

It should be emphasized that one of the objectives of the course should be that the student is to become proficient in some phase of the general clerical job. A mere acquaintanceship with the work is not enough. A group of graduate students who have been studying the problem of an adequate general clerical course for secondary schools has decided that a course one year in length would prove most satisfactory. They envision the first semester as an acquaintanceship course. During this period the students would spend some time on each of the machines included in this area of work. A combination of the rotation and battery plans would be used to accomplish this purpose. The second semester would be devoted to developing a marketable skill in at least one area, that is on one machine or on a series of related activities.

The Place of Typewriting

The problem here is to consider the place of typewriting in the general clerical course. First of all, it is believed that one year of typewriting should be a prerequisite for this course. There is ample justification for including typewriting in the findings of surveys and studies that have been made of general clerical workers and their work.

Dr. Thelma Potter, in her study, "An Analysis of the Work of General Clerical Employees," found that the general clerical employees cooperating in the study spent almost one-fourth of their working hours in some application of the basic typewriting skill in an office activity. These workers spent the greatest percentage of their time typewriting forms, form letters, straight copy, envelopes, billing, rough drafts, oral instructions, cards, and tabulations.¹

Dr. Edgar R. Stockman also found the typewriter a popular machine of the beginning clerical worker in his study, "An Integrated Office Practice Course of Study for Secondary Schools." In his study, over 85 per cent

¹Thelma M. Potter, *An Analysis of the Work of General Clerical Employees*. New York: Teachers College, Columbia University, 1944. 100 p. (Teachers College Contributions to Education No. 903)

(Continued on page 38)

HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

FIVE WAYS TO IMPROVE BOOKKEEPING INSTRUCTION

Contributed by Byron C. Yale, Western Colorado State College, Gunnison, Colorado

Editor's Note: The remarks and recommendations which follow are based upon the personal observations of bookkeeping and accounting practices made while the contributor was working as a public accountant.

One way to judge a manufacturer is by the product he makes. One way to judge a bookkeeping teacher is by the product he produces, the bookkeeper. The outstanding weakness of bookkeepers appears to be a lack of understanding of basic accounting principles. Not one of the bookkeepers observed on the job was unable to write in ink or to make equal debits and credits, but far too many of them did not know why the figures were recorded or what they meant. One bookkeeper proved cash by counting the money in the cash drawer, subtracting the change fund, and calling the balance, "cash sales." She had a fool-proof method of never being over or short. It was not uncommon to find bookkeepers who had not properly reconciled the bank account for a period of as long as one year. Auxiliary records of fixed assets, depreciation, insurance, and notes were often neglected or were kept as just so much unrelated data.

In addition to public accounting work, the experience of the contributor includes teaching on both the secondary-school and collegiate level. On the basis of this experience, an attempt will be made to analyze some of the common bookkeeper weaknesses and to offer suggestions for improving the finished product of our bookkeeping classes. The five suggestions offered are not meant to be a panacea for all teaching ills, but if they are used with good judgment, the product should be improved.

1. *Use a wide variety of practical material.* One of the best ways to stimulate interest in bookkeeping is to encourage students to raise questions, in the light of their experiences, about the material being studied. By making use of these experiences, students will see the application of the principles being taught and will remember them longer. For students of limited experience, these questions will afford an opportunity to learn more about the business community in which they live.

Teach the usual business transactions, but do not overlook the unusual ones. An amusing incident in this connection recently came to my attention. An inexperienced bookkeeper for a newspaper was baffled by a subscriber who had made arrangements with the proprietor to pay her subscription by sending in two chickens. Since all other subscribers had paid in cash, the bookkeeper wrote

out a cash receipt to the customer and then could not figure out what was wrong with the cash account or in what account to record the chickens.

Too often, bookkeeping teachers give the impression that all books are similar to those in the textbook. In actual practice nearly every set of books is different in detail but alike in principles; so the important thing is for the student to understand the principles and be able to apply them to different types of records.

2. *Emphasize reasoned understanding.* The soundest principle for learning bookkeeping is to arrive at logical understanding after careful analysis of the circumstances. One bookkeeper wrote off the proprietor's charge account to bad debts because she said he would not pay it. That bookkeeper lacked understanding. The teacher must use questions which will test more than mere memory work. For example: Why should a business reconcile the bank statement with its books? When the bank account does not agree with the bank statement, what items may account for the difference? How would you prove that the balance in the Prepaid Insurance Account is correct? Under what conditions would a business not have a petty cash fund? Why is it important that expenses be recorded in the proper account?

A good way to determine whether the questions asked are testing memory or understanding is to permit the student to have his book open at all times. The question which has an easily found answer in the book is of less value than one which makes the student think to arrive at an answer. The businessman does not have to memorize the answers, so let's become more business-like in teaching bookkeeping and let the student use all the books he wishes. The teacher will have to do some thinking to formulate questions which will be challenging to the students, but answering the questions will pay big dividends in interest and understanding.

3. *Develop more than mechanical robots.* The ability to make proper debits and credits should not be overlooked, but to consider that ability more important than the development of proper attitudes, work habits, and ability to work cooperatively is surely short-changing the student. Every effort of the teacher should be directed toward developing the whole personality of the student instead of merely teaching a routine mechanical skill.

Far too many teachers spend an undue amount of time teaching the things they know well and enjoy teaching and slight other important matters which should be taught. Most students agree that bookkeeping is not difficult to learn but that it takes a lot of time. This may be some indication that there is too much repetition of the things students already know and not enough atten-

UNITED SERVICES

BOOKKEEPING

tion paid to the things they do not know. An analysis of the material assigned to students shows that much of it merely gives the student practice in work already known and little that is new or challenging or which seeks to develop the individual except to prepare him to perform mechanical operations. It is the duty of the teacher to supplement and integrate bookkeeping instruction wherever possible with those other characteristics desirable for a really educated person.

4. *Test frequently.* Sometimes bookkeeping teachers get so intent on teaching in a certain way that they overlook the possibility that the lesson might be taught better by another approach or method. It is important that the student understands what he is doing and not merely that he learns it in any particular way. Except in examinations, the teacher should encourage students to help one another because mutual help will aid both students.

Frequent short tests should provide an opportunity for the teacher to spot those students having difficulty before they get too far behind and lose interest. A few well prepared thought questions covering 10 to 15 minutes used daily for testing and grading will produce more understanding than any other comparable time

spent. Correct these tests in class and use the results for remedial teaching. Daily testing serves many purposes including diagnosis of difficulties and a basis for letting the student know how he is doing in class. It encourages daily preparation and practically removes the necessity for "cramming" for examinations.

5. *Spend time on improving teaching.* If the teacher's bookkeeping experience is rather limited, he should seize every opportunity to get acquainted with the bookkeeping records, problems, and policies used in his community and elsewhere. Actual work experience can be gained on a part-time basis or during vacation. Visit bookkeeping exhibits and read some of the literature in the field.

The time outside of class should be spent on preparing for the next class meeting rather than in correcting papers, exercises, or work books from the last meeting. Put some life and reality into the next lesson by preparing problems or questions which will arouse curiosity and interest. Keep a record of the best questions used in class as an aid in subsequent years. The teacher will soon have a fine supply of interesting material for use in the classrooms. If properly taught bookkeeping can be alive, vital, interesting learning experience; if carelessly taught

(Continued on page 34)

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MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

A MAGAZET FOR THE OFFICE PRACTICE CLASS

Contributed by Edith V. Hafer, High School of Commerce, San Francisco, California

A teaching aid is not necessarily something to make teaching easier. On the contrary, it may cause the teacher more work; but when the device really operates, there is increased interest, increased production, high motivation, hard work, and an element of fun.

For more than ten years the pupils in the office practice classes of the High School of Commerce have produced a magazet. They have gathered material for news stories; planned the theme; selected a staff; prepared the dummy, stencils, and illustrations; and have mimeographed, collated, and stapled a twenty-page publication. With great pride they distribute copies to teachers, administrators, office staff, members of a competing group, and to themselves.

The only qualification for admission to the office practice class is an average grade in two years of typewriting. The project, a feature of the last six weeks of the semester, requires group organization and careful planning to get the non-writers to bring in stories and give enthusiastic reactions to whatever is produced. In the mind of the teacher it synthesizes various learnings and terminates the semester's work with something on the pupil level of interest.

Recently, a former pupil visited the class, carrying a dozen or so stapled house organs of her own production to show the teacher. To the question, "Where did you get the idea of doing this for your firm?" she replied, "In office practice." This girl had not been the one elected to serve as editor of the class project, but she had served as a reporter and as one of the production workers. The attractive publication which she had produced for her firm was a credit to the employer as well as to the school.

A few suggestions for initiating and completing the mechanics for a project of this type follow: First, suggest the idea of a magazet to the class. The pupils, as a rule, are not the school journalists, but they like to see their names signed to something in print. A competing class with a second magazet increases interest in the project.

It is advisable to select a theme for the magazet. The theme may be the school, the city, job opportunities and experiences, travel, interviews, renowned graduates, school history, hobbies, vacation experiences, or other areas of pupil interest.

Next, have the class choose an editor, stencil cutters, a joke editor, mimeographers, assemblers, and scope operators. Pupils know the fellow classmates who have been best in their English classes and may qualify for editorial duties. They also know who are the best pupils for the production work.

In selecting a title, permit the class to offer suggestions. Some of the titles suggested by class members will run something like the following: *Business Buzzer*, *1952 Sensis*, *K9 Konklusions*, *B-Z-B Stenos*, *Kommerce Kapers*, *Commerce Alert*, and *Business Vacuum*. Require each pupil to submit three jokes to the joke editor. High school pupils like to dub all jokes "corny" except those which appeal to them. This procedure disposes of that epithet.

It is a good idea to prepare some suggested questions for class members who will interview adults. Many of the pupils, not leaders, have never approached an adult with the news motive and need guidance in public relations. The reporters must be instructed in how to make an appointment for an interview with due courtesy and they must be briefed on the elements of the opening sentence of a news story — Who? What? When? Where? Why?

The editor should appoint pupils to prepare the typewritten copy for the dummy and have them confer on the format. The teacher should make it known that the grade of each pupil will be influenced by the number of lines in his story accepted for publication and the quality of editing and production of the magazet. The Mimeoscope operators and stencil cutters should start to work just as soon as the editorial and art copy is ready. Several pupils may prepare illustrations which can be copied or which they may draw directly on the stencil. A bonus can be offered for a story with a good picture. Fillers to complete the columns should also be prepared in advance. It is important that each pupil has some part in this project, including the proofreading, assembling, and stapling.

A deadline for production must be set and emphasized. The class never fails to bring the project through on time because the workers, the shirkers, and the jerkers are at least cooperating. It is a good idea to have the magazet completed before the school journal or yearbook is issued or before the graduation accessories make their appearance. This project really heads up the stenciling, typewriting, and mimeographing which these pupils have been doing as a school service in beginning and advanced office practice classes.

The teacher's role in the project is to organize, guide, and increase the enthusiasm which has been generated.

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Bookkeeping

(Continued from page 32)

it can be a dead, routine, meaningless copying of figures in order to earn credit.

Bookkeepers as a rule are satisfactory in the mechanics of routine transactions but lack understanding of common business situations and the ability to analyze and interpret bookkeeping records or to apply principles to different types of records. In order to overcome these deficiencies, it is suggested that the teacher use a wide variety of practical material with emphasis upon reasoned understanding and not merely upon memory exercises. It is further suggested that all methods which will help the student toward this understanding should be used, including help from fellow students, except in examinations. Short daily tests in which the student may use his book will improve understanding, encourage preparation, and determine weaknesses as a basis for remedial teaching, as well as improve the type of questions used in the class. These tests may be corrected in class and thus take a minimum of the teacher's time to review. The teacher's out-of-class time should be spent in improving teaching by preparing challenging and interesting materials for the next class period.

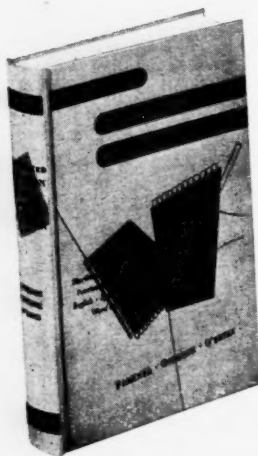
Shorthand

(Continued from page 29)

members often emphasize such necessary things as thinking instead of transcribing mechanically and the importance of speed as well as accuracy, if a secretary is to earn money for the employer. Personality and how to get along with people are stressed in these programs. Shorthand would be valueless without some knowledge of business etiquette and other assistance given by office managers and persons of authority in the field of business. The programs are beneficial because they outline the opportunities afforded in offices, often inspiring students to work for the love of it in order to be better prepared to work in a large office.

Teachers should fully realize that they are not teaching shorthand alone; they are teaching young people how to be good citizens. A good way to succeed in educating boys and girls to live in today's world as worthwhile citizens is for teachers to live and conduct themselves so that others may see that they are happy by being good citizens, that they work for the love of it, and that they enjoy living. Students soon see that they, too, can be happy, and that even shorthand can make a place in their lives.

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IDEAS FOR CONDUCTING CLERICAL CLASSES

*Contributed by Leo P. Judge, Stoughton High School,
Stoughton, Massachusetts*

The word "clerical" is included in the title of this article for two reasons: (a) because the contributor is currently teaching a class with that designation and, (b) because most business courses in all except the largest high schools appear to fall into the "clerical" category.

Here are four general assumptions concerning the general clerical course:

1. The school in which this course is offered is in the lower middle to smaller sized category.
2. The "area of influence" of the school extends from rural to suburban but not sufficiently close to a city to be an important factor in education for store and office jobs.
3. The office equipment available consists of minimum basic duplicating, calculating, and adding machines.
4. Other equipment such as office files, practice files, and the like are available only insofar as improvised by the teacher.

The conditions surrounding this course dictate that pupil activity is very important.

Introduction to the Course

An introduction to the course is a good way to begin, perhaps titling the unit as: "The Clerical Office Worker, Who He Is, and What He Does."

A general outline of the semester's or year's course of study should be distributed showing the various skills or knowledges to be learned or reviewed. Two major points should be stressed: (a) the work to be performed—filing, adding, calculating, typewriting, etc. (b) the person who performs—personal appearance, tact, voice and speech, social attitudes, and the like.

Activities should include pupil discussion concerning jobs they would like and the qualifications considered necessary. The course content should be brought into the picture to show how it is designed to assist in making the pupil more employable. The background of the unit could include the project of reporting on the jobs held by former pupils, members of the family, relatives, and the like. A motivating device of tremendous value is that of having a graduate of the school who is a successful employee discuss with the class some of his duties as an office worker.

Filing Unit

General filing principles should be discussed at the beginning but no rules stressed. All rules should be conveyed via examples written on the board in explanation and later through the medium of mimeographed materials. In surveys of clerical duties, filing ranks with the most frequent duties performed. The *before* and *after* type of filing problem lists should be duplicated for practice purposes.

In the type of school for which this course is designed, alphabetical filing should receive major emphasis with only an acquaintanceship with the other systems. After the fundamentals of filing are mastered, the teacher can prepare the pupils for learning the actual handling of files through the medium of filing kits.

Machine Units

Business machine companies will send a representative to demonstrate the latest machines. If the machines available in the school are modern enough, such demonstrations are a good start for the unit. If the machines are old, early demonstrations of the latest types of machines may cause dissatisfaction among the pupils and produce a negative attitude. Demonstrations at the end of the course are preferred. During the course the many similarities between the available machines and the new ones are pointed out.

In order that the pupils might have an acquaintanceship with the machines, have each one actually perform the various operations following the filing unit when the whole class is together and *before* embarking on the rotation plan. Such procedure helps to prevent many questions regarding the machines, the answers to which are obvious, even though printed instructions may have been provided.

The Clerical Unit

The clerical unit should be a basic unit used in conjunction with the rotation plan involving filing and machines (including typewriting). Ideally, all pupils should be on a rotation plan at the same time, but due to a lack of equipment in many schools, Group A does rotation work on Monday and Tuesday; Group B, Wednesday and Thursday; and the whole class is together on Friday. This arrangement is modified as days off (holidays) interfere with the schedule. The schedule and assignments should be posted so that all pupils are constantly aware as to where they should be and what they should be doing.

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UNITED SERVICES

BASIC BUSINESS

GLADYS BAHR, Editor
HOWARD M. NORTON, Associate Editor

THE PUPIL COMMITTEE TECHNIQUE TEACHES ABOUT AGENCIES WHICH HELP THE CONSUMER

Contributed by Helen Barr, Vandalia Community High School, Vandalia, Illinois

CONTRIBUTOR'S NOTE: *Harold Bellas, Wausau, Wisconsin; Robert Kyle, Crown Point, Indiana; Maxine O'Neil, Farmington, Illinois, and Loren Ozias, North Little Rock, Arkansas, are largely responsible for developing the technique described in this article. It was carried out successfully in the consumer education class offered at Northwestern University during the 1951 summer session.*

The pupil committee technique is one successful means to learn about agencies that help the consumer. Many teachers are concerned because there are so many agencies that help the consumer that it is difficult to know a great deal of recent information about each agency to tell his class.

In the committee method the pupils may obtain general information about the number and type of agencies from their basic business or consumer education textbooks, and classroom or school library pamphlets and books. At a meeting of the committee each member chooses the one or two agencies in which he is especially interested. Then, he conducts a personal survey by means of further library study, by letters written to the home office of the agency, by a call on the representative of the agency in his community, or by a visit to the agency itself—all depending on the opportunity provided in that particular town or city.

The presentation of the material to the class may be effectively presented by using as a basis a take-off on a Hollywood award or talent scout type of radio or television show. It may be called, "The Consumer's Oscar."

A pupil acting as master of ceremonies may explain facetiously that during the past week many representatives of consumer agencies, both private and public, have appeared before the committee, vying for "The Consumer's Oscar." At the present time a certain number have presented their values to the committee in a better way than others, and these will now be given the opportunity to do so again. The agency which best tells his accomplishments will be determined by the applause of the class audience and will then be awarded the "Oscar," probably a toy seal (seal of approval) or some other insignificant reward.

The pupil who speaks for the Department of Agriculture may be dressed as a butcher and by means of a chart or even a few pieces of meat show the grades of beef. He may have placed other charts about grading potatoes, eggs, etc., on the walls of the classroom and refer to them briefly. Other pupils or groups of pupils

take their turns in reporting in some dramatic fashion.

Two or three pupils representing Consumers Union may wish to join hands as they explain the cooperation in Consumers Union testing program, its membership, and its publications. On the chalk tray copies of the *Consumers Reports* may be placed. This report may be followed by the one on the American Medical Association, dramatized by a pupil with some borrowed medical equipment, a diet chart, a few cans and bottles to show the American Medical Association's seal of the Council on Foods and Nutrition or the Council on Pharmacy and Chemistry. The U. S. Testing Company may be described by a pupil, who is interested in chemistry or home economics. The Better Business Bureau will be the concern of a business pupil who may wear a large sign labeled "Facts." The publications of the Better Business Bureau may be displayed. As many of these reports on varied agencies may be given as time and interest will permit. Others which may be included are the Federal Trade Commission, Underwriters' Laboratories, and *Parent's Magazine*.

As the allotted time for the report draws to a close, the master of ceremonies asks each agency to step forward for the second time, displaying a significant pamphlet or chart to indicate his representation, while the remaining members of the class applaud to show the degree of approval for the report. The one receiving the loudest applause is awarded "The Consumer's Oscar."

This group technique helps the members of the committee greatly for it provides opportunity for industry, originality, competition, and responsibility. Each member has chosen the agency in which he was interested and which provided for individual differences in subject matter and in activity. The teacher may judge the contribution each makes, not by comparing one with another, but rather by realizing how much each one has grown or changed his behavior because of his participation. Individual growth is more important than the finished product.

By using an oral committee report the members of the class learn in a brief period a great deal more about the agencies that help the consumer because it has been presented by their classmates in a style to which they are accustomed in this era of radio and television. If it were considered necessary for all class members to study the agencies as thoroughly as the committee did, the members of the committee could serve as discussion leaders and student teachers on the following day.

If the teacher evaluates his participation, he will probably find that a valuable lesson has been presented to his basic business class with very little effort on his part.

ERWIN M. KEITHLEY, Editor
FRED C. ARCHER, Associate Editor

MAIN STREET CAN TEACH A LESSON ON OFFICE STANDARDS

Contributed by Elise Etheredge, Columbia Senior High School, Columbia, South Carolina

Federal and state government offices provide so many jobs for business students that teachers often gear their standards to these initial job requirements and forget further research. However, Main Street also has many jobs and part-time jobs for students so that teachers can never forget local urgent employment needs.

Many seniors in Columbia High School have part-time jobs operating duplicating machines and those same jobs have been filled by seniors for many years. Therefore, the first unit of instruction in the office practice class is to thoroughly teach stencil duplication. Regular blue and yellow stencils, white paper in 16 and 20 pound weights, correction fluid, a loop and a signature stylus, cleaning materials, and a Mimeograph machine about 20 years old comprise the equipment and materials available for training purposes. Each student learns the fundamentals in class but this is really only an introduction. How can the student learn the various details that the job requires? Learn them on the job? Yes, but Main Street instruction is a better plan.

Main Street Instruction

The Columbia High School office practice class visits a local duplicating equipment store where the owner graciously supplies materials and equipment for demonstration purposes. He arranges one bulletin board showing economy and top quality regular stencils in all colors and special stencils, such as film topped, hand writing, three-column, church bulletin or program, music, address labels, and die impressed. Another bulletin board shows all the colors, textures, and weights of paper available in this store, styli for all uses, a portfolio of designs for drawings, ink pads, plastic sheets, and cleaning folders. A table has been arranged with a display of inks in all colors, correction fluids, a drawing scope, and other incidentals that are to be used in the demonstration. A machine display in front of the bulletin boards shows each model of machine sold by the agent. However, all operations are demonstrated on the newest model electric machine with all its improved sensitive adjustments stressed. The visit is anticipated and all stencils are prepared in advance except for one to illustrate design work and lettering to show how the

scope and styli are used. A careful explanation is made of the uses and advantages of the different stencils, papers, inks, correction fluids, styli, and machines. Questions are invited and answered in detail.

Special attention is called to corrections, patching, blockouts, color possibilities, and precautions, with specific details given on how to keep the house, hands, and clothes clean while mimeographing. Speed and skill in production is shown as an employment urgency and "tricks" used in various local offices are pointed out and demonstrated. When all copies have been run, the folding and shuffling machines complete the job for delivery. Students then receive samples of all practice copies.

School Bulletin Board Materials

The bulletin board materials are given to the class for a school display. The stencils and copies are arranged to complete a step by step process in the minds of the students. They study the bulletin board in class, discuss it among themselves, clear up any foggy ideas, and after several days typewrite in outline form what they learned in the Main Street lesson.

Values of Main Street Instruction

Local offices, churches, clubs, and especially the school profit from the knowledge obtained and from the standard of appearance, precision, and accuracy which the Main Street lesson teaches. Its economy value is inestimable because it instills in students the knowledge that planning and checking are necessary before typewriting and running stencils. Students on the job attack their new problems with more poise and assurance. They are able, also, to help other workers improve their work by explaining how experts do the job. Such learning, then, aids in the upgrading process among office workers.

A school classroom may be void of up-to-date machines but it is filled daily with up-to-date students who get jobs in modernly equipped offices. Therefore, get the help the student needs. Help him develop basic knowledge, self-confidence, and skill which will enable him to adjust to and do any kind of job.

Several important questions may be answered by the supplement to school instruction which Main Street can provide. Does the student understand instructions and has he developed judgment to *know* when his work is accurate and why? Does he know how important it is for him to produce usable work in a limited time, in spite of numerous interruptions? Does he know that

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today's jobs must be completed today? If he does know the answers, the teacher has taught him something about work standards.

Meet Student and Employer Needs

Class requirements must be sifted and sorted because a diploma is supposed to be a certificate of achievement and an office manager has the right to expect a definite standard of performance. If students fail on the job, teachers have failed the school, community, state, and their profession. Teachers cannot always be exonerated in analyzing causes of failure "on the job." Often they work long hours correcting papers and conscientiously and faithfully doing all chores, but unfortunately their teaching has been "out of tune" with the student's needs. Main Street will beam them right, provide the jobs, the instructional fine points, and sell the equipment for doing a better teaching job. Make use of this barometer for cooperative and friendly guidance in your teaching.

Typewriting

(Continued from page 30)

of the employed high school graduates questioned said that they used the typewriter. These former students did a variety of jobs on the typewriter.²

Other Surveys and Studies

Other surveys and studies reflect the same popularity of the typewriter among our high school graduates who become office workers in a general clerical capacity. Therefore, if our course is to prepare students for the kinds of jobs they will be doing, we must include the development of typewriting competencies in job-like situations. This presupposes a fair degree of basic typewriting skill before the student comes to the terminal course.

The typewriting done in the general clerical class must be different from that done in the typewriting class. In the typewriting course the typewriter is a machine to be mastered. The material used merely serves as a means to that end. Of course, in the advanced stages of the typewriting course applications of typewriting skill are included. In the general clerical course, on the other hand, the typewriter is a machine that makes possible the completion of jobs necessary for executing the work of the office. The teacher should be able to assume that the students have their basic skill and are ready to learn to adapt it to office jobs. Sometimes this assumption is untenable and the general clerical teacher may be justified in taking some time for brief drills and general review of the typewriting skill.

²Edgar R. Stockman, *An Integrated Office Practice Course for Secondary Schools*. Doctor of Education Report. New York University, 1949.

If the general clerical course is to be truly meaningful to the students, it must be organized in a realistic manner, irrespective of the plan of organization used. The typewriting exercises, to be meaningful, must be of the nature of actual assignments that might be encountered on the job. Organizing the jobs in such a way that students do all their work for a particular company is helpful in simulating the office atmosphere and in showing the relationships of the various jobs. Choosing an office typical of the industries or business in the local community is a good idea. If coal mining, for example, is the primary industry in the locality, and most of the general clerical course students find employment in the mining companies, then integrating all the activities around such offices might be a good plan. Students then develop the attitude that they are typewriting letters to notify stockholders of a meeting date and not merely writing so many copies of the same letter because the teacher has made the assignment.

Job Instructions

Job instruction sheets in the hands of students make it possible for the class work to progress smoothly without the need for detailed instructions. By having all the original papers which are to be used in the files, and instructing students via job instruction sheets as to what is to be done is an effective way to handle the typewriting exercises. The kinds of assignments included on the job sheets are illustrated as follows:

WHAT TO DO

Prepare Form Letter No. 2 for the ten individuals listed in our card file under Bloomington, Indiana.

Address envelopes for the first one hundred names in the card file.

Prepare a copy of the handwritten letter (No. 15) you will find in the folder "Work in Process."

Send an inter-office communication to Mr. Brown telling him about the change in meeting place and hour for next week's conference.

Make up Form No. 12 for the 20 people listed under Omaha, Nebraska.

KEY POINTS — SPECIAL NOTES

Use the executive-size letterhead.

The advertising department needs help in getting new circular in the mail.

Be sure to make an extra carbon copy for Mr. Jones in Personnel.

Details are included in the handwritten letter (No. 15) above.

Use the letters which we received from these people as sources of information for the fill-ins on these forms.

Detailed instructions in how to use the files we have in the laboratory are not included here because such instruction was given during the orientation period. The same procedure is followed for all the activities included in the course.

After determining the role that the typewriting activity will play in your general clerical course, the teacher



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will want to consider the equipment needs. How many typewriters he will need as well as the kinds he will want to have will be decided after giving consideration to the following factors: (a) The plan of class organization you desire to use, (b) The number of students to be accommodated in a section of the course, (c) The nature of the typewriting equipment found in the business community in which pupils find employment, and (d) The initial cost and the problem of maintenance and supplies in relation to school budget.

There are a number of plans, any one of which can prove satisfactory, for the teaching of the general clerical course. In a one-teacher business department, a course in general clerical practice might be given in the typewriting room. Possibly, the business teacher has all his classes in that one room. His general clerical course might have as its core the activities connected with typewriting. In addition to the typewriting equipment, the class might have the use of the duplicating and calculating equipment found in the school office. Many an ingenious teacher has developed a very practical course in the typewriting room. If the business teacher finds that the typewriters are his main machines, he may be interested in seeing that various kinds of typewriters are available in the room. The standard models with both elite and pica types will provide students with experience in using different typewriters.

Rotation Plan

The teacher might be fortunate to have a room that is to be used particularly for the general clerical course. If he does, he might plan to use a rotation system so as to make the greatest possible use of limited equipment. Under the rotation plan students spend a period of time on one machine or on a series of activities and then shift to another phase of the work. This is a very common plan. It does mean that maximum use can be made of facilities and that the work can easily be adapted to meet individual differences. If such a plan is used, the teacher will want to determine the groupings he will have in the class. Then he will want to be sure to include enough typewriters so that students who must prepare stencils and masters as well as typewritten invoices, letters, envelopes, and the like, will not have to wait for a machine. It takes accurate and careful planning to see that everyone is profitably occupied all the time and that there is no idle equipment in the laboratory.

Battery Plan

The battery plan is sometimes used for the general clerical course. When this plan is followed, the students work on the same kind of activity at the same time. The typewriting room might well be used when the typewriting phases of the course are completed. In the larger business departments, there will be justification for including enough typewriters in the laboratory for all the students. The battery plan calls for a great deal of

equipment and is generally used in the larger schools. Sometimes, the battery and rotation plans are combined. There are phases of the general clerical course that are better adapted to the battery plan.

Model Office Plan

If the integrated or model office plan is used, there must be enough typewriters so that all the activities that must be done for the smooth running of the office can be done without delay.

The number of students in a general clerical course will be partially determined by the size of the laboratory and the equipment that is available. There ought to be from 30 to 35 square feet of space for each student in the laboratory. Experienced teachers of this laboratory course find they achieve best results when they work with groups of 12 to 18 students. If the teacher helps to determine the enrollment in the course, he will want to consider space and the equipment available before the next session begins.

Community Surveys

A survey of the kinds of typewriters found in the business community in which students find employment will give some clue to the equipment needed in the laboratory. One may find, for example, that the electric typewriters are replacing manual typewriters and, anticipating increased use of electric typewriters, the teacher will want to consider having at least one electric machine. The teacher may find the Vari-Typer in his community and want to have one in his laboratory. In addition to noting the kinds of typewriters general clerical workers use, he will want to note the kinds of copyholders, desks, chairs, and other equipment that are common in the local business community.

The teacher must be realistic about the needs of the laboratory. He must operate within the departmental budget and far too often it is quite limited! Therefore, it is important to consider the initial costs of the various pieces of equipment. The maintenance costs must also be considered. In selecting typewriters the teacher wants to be certain that the local distributor provides satisfactory repair service. These points make it imperative that the teacher select the typewriting equipment with discretion.

Typewriting should play a major role in the general clerical course if that course is to provide the kind of education that will make the transition to an actual job smoother and easier. The wise teacher will integrate the needed typewriting skills and the peripheral skills associated with typewriting into meaningful activity, after carefully considering the role of the general clerical worker in his particular community.

A special package containing three issues (November 1947-49) of BUSINESS EDUCATION FORUM which feature typewriting may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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General Clerical

(Continued from page 35)

While Group A is doing machine and filing work, Group B works on the clerical unit and as a result each group should have two consecutive days at the filing kits and machines and three days in general clerical work.

Discussion and assignments recommended are as follows:

Handwriting: Much good can come from emphasizing the need for and the advantages of good, legible handwriting. In a test for handwriting, teachers will receive excellent papers. When these papers are compared with the pupils' "casual" papers, they are surprised and impressed. Usually, pupils are convinced that poor handwriting is due to carelessness.

Clerical Typewriting: Clerical typewriting should contain information and demonstration not usually offered in regular typewriting courses. Emphasis, in part, should be placed on:

1. The arrangement of papers on a typist's desk.
2. The proper use of the eraser. Good mailable copy completed within a reasonable time is expected.
3. The use of carbon—types of carbon.
4. Organization of work on the desk.

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Business English: A review of the fundamental of grammar is never "excess baggage" for most quick-to-forget pupils.

Mail: Included are mailing lists, incoming mail, outgoing mail, and the importance of correct handling of mail.

Communications: General information regarding methods of communication used in business should be covered.

Interoffice Communications: With the increased costs of correspondence, more than passing emphasis should be placed on interoffice communications.

Switchboard Operation: Current writings indicate that one's ability to handle the telephone properly is unwisely taken for granted, especially where young people are concerned. One successful aid is the telephone company's kit used in conjunction with a tape recorder.

Business Arithmetic: A pre-test is advisable in business arithmetic. This unit is integrated with the machines unit, but it forms a necessary part of the general clerical section of the course. It is doubtful if one should attempt to teach some of the infrequently used arithmetical combinations which are apparently recommended in many textbooks on general and business mathematics.

Making change is recognized as an important duty common in business, yet often overlooked by teachers. Pupils can readily see that the proper procedure for making change accurately and rapidly when various amounts of money are involved is highly important.

Pupils usually find an approach to arithmetic interesting through verifying and checking errors. Teaching accuracy is basic and correct, but it is also realistic to teach methods of correcting the errors which are inevitable.

Merchandising: A survey of the clerical activities involving buying, selling, record keeping, shipping, credit and collections, and the like is included in this unit. It is advisable to concentrate on only those sections which are peculiar to the topics being discussed because some of these topics are covered in other units.

Handling of Money: Samples of various forms used in bank transactions and payroll activities are brought in by pupils for display and discussion. Among the topics covered are bank accounts checks, postal notes, and payroll forms.

The final unit includes the principles involved in selecting, applying for, and holding a job. Recent graduates are invited to talk to the class on some of their experiences in obtaining jobs and duties performed on the job. Among the topics covered are the kind of jobs available in the community, job requirements, where to look for jobs, interviews, and the letter of application.

Sample employment tests used at the beginning of the course help pupils to obtain practical ideas of what they should prepare for. Business entrance tests given at the end of the course make it possible to measure the pupil's fitness for the job. Such tests benefit both the employer and employee.

UBEA-FBLA Annual Meetings

The UBEA Representative Assembly, composed of delegates from 51 affiliated organizations, will be held at the Statler Hotel in Washington, D. C., on May 29-30. Departing from its usual custom of meeting the last week in June, the Assembly will hold sessions concurrent with the national convention of the Future Business Leaders of America.

Each affiliated association with a membership of less than fifty is entitled to send one delegate to the Assembly. Other affiliated associations are entitled to two delegates.

The National Council for Business Education (UBEA Executive Board) has also scheduled its regular annual meeting for the last week in May. Paul S. Lomax, president of UBEA, will preside over the Assembly and Council meetings. Jeron LaFargue, FBLA national president, will preside over the FBLA convention.

International Society

Word has just been received from the Italian group that the Twenty-Seventh International Economic Course will take place in Italy between September 6 and September 20, 1953.

The group will start in Rome where they will spend three days. They will then journey to Florence for three days, Venice for three days, and Milan for six days, where the course will end.

The three days in Rome will include visits to ancient Rome, modern Rome, the Vatican City, the Capitol, and a visit to Luce Institute. There will also be lectures on economics and finance at the University and at the Bankers' Club.

In Florence there will be visits to the Galileo Works and Leonardo da Vinci Institute, the Institute of Arts, the Uffizi Galleries, factories at Prato, Postola, Precia, Volterra-Larderello, excursions to San Gimignano and Siena.

In Venice the group will be welcomed by the Mayor at the Town Hall, and there will be visits to San Marco, the Ducal Palace, Ca Foscari. There will also be excursions to the melioration zones of Valzignana and Val Perera, the Marzotto Works, the islands of Burano and Murano. The group will also take part in a popular festival of "Autumn in Venice."

At Milan there will be a reception at the Town Hall, lectures at the Commercial University Bocconi, visits to the Brera,

department stores, the Donegani Institute for scientific research, the Motta Works, the Bianchi Motorear Factory, the Montecatini Company, the Pirelli Works, to Silk factories, and to Lake Como.

Those persons interested in attending the course are requested to notify the president of the United States Chapter, Hamden L. Forkner, Teachers College, Columbia University, New York 27, N. Y.

Study Commissions

Sixty business educators who have wide acquaintance among the business educators of the country have submitted names of prospective persons for appointment to the study commissions of the Administrators Division of UBEA. The nominations have been made on the basis of interest in

(Continued on page 46)

LET'S GO UNITED!



An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, advisors, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the 10,000 Club.

The main objective of the 10,000 Club is an enlarged program of service through the *associations united*. Following careful consideration by leading business educators throughout the nation, membership goals have been established. The current goal of the Club is 10,000 UBEA members before next November and 20,000 members in 1957. With a working membership and an effective organization, both of which are the responsibility of local and state leaders, the goal is attainable.

The Centennial Action Program for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels—local, state, regional, and national. To this end the names of persons listed in this column have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the 10,000 Club as this issue of the FORUM goes to press.

Eastern Region

DELAWARE	NEW YORK
Mildred D. Keenan	Hamden L. Forkner
NEW JERSEY	
Alan Litke	
Louis Nanassy	
George Pontz	

Southern Region

ALABAMA	LOUISIANA
Lucille Branscomb	Gladys Peck
ARKANSAS	MISSISSIPPI
Getha Pickens	Jean K. House
FLORIDA	NORTH CAROLINA
Mary Crump	E. R. Browning
GEORGIA	TENNESSEE
Leonard Freeman	Theo. Woodward
Ernestine Melton	VIRGINIA
KENTUCKY	Harry Huffman
Vernon Anderson	John Overby
Vernon Musselman	WEST VIRGINIA
	Cloyd Armbrister

Central Region

INDIANA	MISSOURI
Forest Mayer	Charles Kauzlarich
IOWA	OHIO
Lloyd Douglas	Mearl Guthrie
Virginia Marston	WISCONSIN
MINNESOTA	Marvin Hauser
Fred Archer	Russell J. Hosler
Donald Beattie	
C. William Knapp	

Mountain-Plains Region

NEW MEXICO	TEXAS
Floyd Kelly	Gladys Bowman
SOUTH DAKOTA	Millard Collins
Dorothy H. Hazel	Winifred O'Hara

Western Region

CALIFORNIA	MONTANA
Lyle Brown	Robert Langenbach
Gladys Buehlman	
Edwin Hoag	OREGON
Godfred E. Huber	Enid Bolton
Duane L. Puryear	Theodore Yerian
Edwin A. Swanson	WASHINGTON
Viola L. Thomas	Robert Briggs
Ione Wilson	

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Centennial Action Program for Business Education. The requirement is reasonable—five memberships for UBEA.

Each month the names of UBEA members who qualify will be entered in the FORUM'S 10,000 Club column.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1 and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Business Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

West Virginia

The Business Education Section of the West Virginia Education Association held its annual fall meeting at Charleston High School in Charleston. Doris Russon Bowers, secretary-treasurer of the organization, arranged the program which proved to be most stimulating.

The main part of the program was a panel on "What Business and Industry Expect of the Business Education Student." Raymond Peak of Hurricane High School was chairman of the panel which included office executives of six leading industrial organizations, a bank cashier, assistant manager of a local radio station, and a state sales manager for one of the airlines.

The panel members brought out the fact that we are doing a fine job in teaching the tangible things, such as the skills, but that we are failing considerably in the teaching of the intangibles, such as personality traits and getting along with people. The members of the panel felt that we should make a concerted effort to attract the better students into the business departments.

Nancy Alderson, retiring member of the executive board, presided at the business meeting. The following officers were elected to two-year terms: President—Britton Lavendar, East Bank High School, East Bank; vice president—Mrs. Cary H. Rayburn, Point Pleasant High School, Point Pleasant; and secretary-treasurer—Raymond Peak, Hurricane High School, Hurricane.

The executive board members are Joseph Dobert, East High School, Huntington; Helen Hall, High School, Belington; Agnes Cox, High School, Benwood; and Reed Davis, West Virginia Institute of Technology, Montgomery.

Next year the meetings will be held at Wheeling, Clarksburg, and Huntington.

Georgia

Another outstanding program is planned for the annual spring meeting of the Georgia Business Education Association in Atlanta, March 6.

Approximately 200 business teachers are expected to attend the meeting which will feature two main addresses. George Wagoner, University of Tennessee, will speak on "Some Good Practices in Teaching Shorthand and Transcription." The second speaker, John A. Pendery, South-Western Publishing Company, will take NOMA standards as his topic in his address on "Standards in the Business Office."

Presiding over the meeting will be Elisabeth Anthony, president. A business session will precede the talks in which progress made on the association's ambitious "Plan of Action for 1952-53" will be summarized.

State committee chairmen who will report at the meeting include Molly McGee, membership; Gerald B. Robins, program and publicity; Donald C. Fuller, publications; Ernestine Melton, survey; Mrs. Mary Vance, FBLA; J. T. Goen, layout and equipment; and Cameron Bremseth, research.

Mississippi

The Mississippi Business Education Association will hold its annual meeting in Jackson in March.

The speaker for the meeting will be T. James Crawford, Indiana University, Bloomington.

During the summer the association elected the following officers: Kathleen Carmichael, Clarksdale High School, president; Thomas B. Martin, Delta State Teachers College, Cleveland, vice president; Ida Mae Pieratt, Mississippi Southern College, Hattiesburg, secretary-treasurer.

On February 21, 1953, Delta State Teachers College, Cleveland, Mississippi, will be hosts to a district business education conference.

Gladys Peck, Supervisor of Business Education, State Department of Education, Baton Rouge, Louisiana, will meet with the group during the day as guest speaker and consultant.



SBEA OFFICERS FOR 1953 . . . A. L. Walker (center) was elected president of the Southern Business Education Association at the recent meeting held in Atlanta. Mr. Walker is Supervisor of Business Education in Virginia. Other officers of the association are (left to right) Kenneth H. Dunlop, Salisbury, North Carolina, treasurer; Vernon A. Musselman, Lexington, Kentucky, first vice-president; Mary Crump, Jacksonville, Florida, second vice-president; and Kenneth Zimmer, Richmond, Virginia, secretary. These officers will be in charge of the 1953 convention which will be held in Birmingham, Alabama, next November.

SBEA

Under the direction of President Gladys Peck, the program of the Southern Business Education Association's convention was one of many highlights. The meeting was held in Atlanta, Ga., November 27-29.

Professional sessions with near record attendance provided dynamic speakers and opportunity for participation of members. Prizes in profusion were drawn between sessions. The States Luncheon, 10,000 Club Breakfast, Fellowship Dinner, Banquet, and other events were key-noted with enthusiastic responses. The Exhibit Hall was a parade ground for inspecting the newest books and equipment for the modern business educator. This was a convention, too, which moved with precision. The theme was "Together, Business and Business Education Work for Vocational Competency."

The following state representatives were elected for a three-year term: Kentucky—Vernon Anderson, Murray State College, Murray; Louisiana—Ruby Baxter, Grayson High School, Grayson; Mississippi—Jean K. House, Delta State Teachers College, Cleveland; North Carolina—Lois Frazier, Woman's College of the University of North Carolina, Greensboro. Other state representatives are Lucille Branscomb, State Teachers College, Jacksonville, Alabama; Getha Pickens, Senior High School, Little Rock, Arkansas; Della Rosenberg, High School, Starke, Florida; Ernestine Melton, Adult Education School, Columbus, Georgia; Elizabeth O'Dell, University of South Carolina, Columbia; Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; Merle L. Landrum, Longwood College, Farmville, Virginia; and Cloyd P. Armbrister, Concord College, Athens, West Virginia.



SBEA PLANNING SESSION . . . Kenneth Durr (center) of Natchitoches, Louisiana, was appointed by the SBEA Executive Committee to serve as director of public relations for the association. Z. S. Dickerson, Jr. (far right) of Florence, Alabama, was named SBEA-UBEA news editor for the *FORUM*. Shown with Mr. Durr and Dr. Dickerson are (left to right) Ernestine Melton, SBEA-UBEA director of Georgia; Margaret Newberry, SBEA secretary; and Vernon Musselman, SBEA treasurer and first-vice president elect.



FBLA PANEL . . . One of the most inspiring sessions of the SBEA convention was the one devoted to "The Place of Future Business Leaders of America in the Business Education Program." Participants on the panel included (left to right) Hollis Guy, UBEA-FBLA Executive Secretary; Harriet Conrad, National FBLA secretary; Jeron LaFargue, National FBLA president; Hamden L. Forkner, chairman of the panel; Richard D. Clanton, Louisiana State FBLA sponsor; Henry W. Calvert, Educational Director of NAM in Atlanta; and Gladys Peck, president of the Southern Business Education Association.

Joint Meeting
NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS
U. S. CHAPTER, INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION
UBEA RESEARCH FOUNDATION FOR BUSINESS EDUCATION
ADMINSTRATORS DIVISION OF UBEA

Conrad Hilton Hotel
 Chicago, Illinois
 February 12-14, 1953

Theme: Evaluative Criteria for the Business Education Department

**NABTTI
 EXECUTIVE
 COMMITTEE**
 Thursday
 9:00 a.m.

President: JOHN M. TRYTTEN, *University of Michigan, Ann Arbor*. Vice President: RUSSELL J. HOSLER, *University of Wisconsin, Madison*. Secretary: HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*. Editor: E. C. MCGILL, *Kansas State Teachers College, Emporia*. Directors: JOHN H. MOORMAN, *University of Florida, Gainesville*; VIRGIL CHEEK, *Southwest Missouri State College, Springfield*; Ex-Officio: E. C. MCGILL (Past President); HOLLIS GUY, *UBEA Headquarters, Washington, D. C.*; and PAUL S. LOMAX, (UBEA President), *New York University, New York, N. Y.*

REGISTRATION
 Thursday-Friday
 10:00 a.m.

Chairman: HOLLIS GUY, *Executive Secretary, United Business Education Association, Washington, D. C.* Assistant Chairman: DOROTHY TRAVIS, *University of North Dakota and Central High School, Grand Forks*. Committee: DOROTHY VEON, *Pennsylvania State College, State College*; HARRY HUFFMAN, *Virginia Polytechnic Institute, Blacksburg*; THEODORE YERIAN, *Oregon State College, Corvallis*; and WILLIAM SAKSON, *Hunter College, New York, N. Y.*

Thursday Afternoon, February 12

**FIRST
 GENERAL
 SESSION**
 Teacher education
 Thursday
 1:30 p.m.
 South Ballroom

NABTTI—Proposed Policies for Business Teacher Certification (1:30-3:45 p.m.) Presiding: HARRY HUFFMAN, Chairman of Standing Committee on Business Teacher Certification.

The Meaning and Purposes of Policies (1:30-2:00)
 Policies 1-5 E. C. MCGILL, *Kansas State Teachers College, Emporia*
 Policies 6-10 PETER L. AGNEW, *New York University, New York, N. Y.*
 Policies 11-15 JOHN L. PINEAULT, *State Teachers College, Mankato, Minnesota*
 Policies 16-20 JOHN L. ROWE, *Northern Illinois State College, DeKalb*
 Panel Discussion and Audience Participation (2:00-2:30)

p.m.) Moderator—THEODORE WOODWARD, *George Peabody College for Teachers, Nashville, Tennessee*.

How the Policies Can Be Used (2:30-3:15 p.m.)

"How the National Council of Chief State School Officers Can Make Use of the Proposed Policies."—EDGAR FULLER, *Executive Secretary, National Council of Chief State School Officers, NEA Building, Washington, D. C.*

"How the National Association of State Directors of Teacher Education and Certification Can Make Use of the Proposed Policies."—HENRY C. HERGE, *Chief, Bureau of Higher Education and Teacher Certification, State Department of Education, Hartford, Connecticut*.

"How the Business Teacher Education Department of a University Can Make Use of the Proposed Policies."—RAY G. PRICE, *School of Education, University of Minnesota, Minneapolis*.

"How the State Supervisor of Business Education Can Make Use of the Proposed Policies."—ARTHUR L. WALKER, *Business Education Service, State Department of Education, Richmond, Virginia*.

Panel Discussion and Audience Participation (3:15-3:45 p.m.). Moderator—HAMDEN L. FORKNER, *Teachers College, Columbia University, New York, N. Y.*

Thursday Evening, February 12

Administrators Division of UBEA—Relations With Federal Agencies (7:30-9:30 p.m.) Presiding: ELVIN S. EYSTER, President of Administrators Division.

Business Session

Brief Statement on Study Commissions

Open Forum: Federal Relations in Business and Distributive Education

This session will be devoted to a discussion of the problem of the services in business and distributive education from the U. S. Office of Education. The purpose of the discussion will be to formulate specific statements as to what those services should be. These statements shall serve as formal pronouncements of business educators of their requests for the specific services that should be provided through the U. S. Office of Education.

All persons, associations, and groups interested in the relations of the federal government to business and distributive education are invited to participate in the discussion and in the formulation of the statements regarding that relationship.

**FIRST
 GENERAL
 SESSION**
 (Continued)

ADMINISTRATORS
 Thursday
 7:30 p.m.
 South Ballroom

(Continued)

IN ACTION

CENTRAL REGION

Wisconsin

At the convention of the Wisconsin Education Association held in Milwaukee on November 6-8, Cecil Beede was elected president of the association for 1952-53. Mr. Beede is supervisor of the Eau Claire Vocational School and has served as first vice-president of the association during the previous year.

Anthony Koenings, William Horlick High School, Racine, was elected first vice-president. Marvin Hauser, White-water City High School, will continue as second vice-president and membership chairman. Lorraine Missling of Shawano High School will serve as secretary-treasurer of the organization.

Members elected to the executive board are Marie Benson, Wisconsin State College, Whitewater; Russell J. Hosler, University of Wisconsin, Madison; Kenneth Peterson, Neenah High School; and Gaylord Alpin, Lincoln High School, Manitowoc.

The following group meetings were held on Friday afternoon: Shorthand—Anthony Koenings, Chairman; Typewriting—Robert Kessel, Chairman; Basic Business—Jack Smythe, Chairman; Retail Selling—G. L. Schurich, Chairman; Bookkeeping—Kenneth Jorstadt, Chairman; and Future Business Leaders of America—Marvin Hauser, Chairman.

Donald Beattie, Minnesota Supervisor of Business and Distributive Education, spoke at the opening session. A panel composed of Marie Jasperson, Florence Trakel, and Charles Nelson discussed "How the Teacher and the Employer Look at the Work Experience Program."

St. Louis Area

The St. Louis Area Business Education Association held its midwinter meeting January 31, 1953, at the Audio-Visual Building. The subject for consideration, "Evaluation for Teachers; Criteria and Procedures," was developed under the leadership of William Kottmeyer, Assistant Superintendent of the St. Louis Public Schools; and Elvin S. Eyster, Chairman, Department of Business Education, Indiana University, Bloomington.

The purpose of evaluation and its value to business teachers as a self-appraisal and self-study procedure, in which teachers and administrators joined to take

steps toward improvement of the existing program, was the timely concern of the group. Teacher participation was elicited in the discussion of criteria and procedures. Illustrative material was used to bring about complete understanding of the subject.

Marion Woods of Boston University conducted a seminar during the first two weeks of December for business teachers of the St. Louis Area under the sponsorship of the St. Louis Area Business Education Association and IBM. This stimulating training program featured the most effective methods of teaching typewriting with electric machines. Many St. Louis teachers received in-service credit for their participation.

EASTERN REGION

Maryland

The Maryland Business Education Association met October 17 in the Caswell Room of the Lord Baltimore Hotel with two hundred of the state's business teachers in attendance. The program did not follow the traditional ones by having an out-of-state guest speaker representing one business course to speak for one hour. Rather, it presented in the hour, local-talent speakers who represented four different phases of the business curriculum.

The program was very interesting because the speakers were real classroom teachers who were able to give specific classroom aids and suggestions.

Members of the association were pleased to find that it does not always have to go out of the state for speakers, but has outstanding people within its own association—a fact that associations so often overlook.

L. Blanche Stevens, president of the association, Towson Senior High School, presided.

Howard L. Newhouse, Richard Montgomery High School, Rockville, discussed "Business and English." His discussion was most worthwhile because he used illustrative devices and gave many specific suggestions which could be used in the classroom.

Jane H. O'Neill, University of Maryland, presented "Shorthand Aids and Devices." She gave many helpful suggestions to the shorthand teachers.

Study Commissions

(Continued from page 43)

administrative problems, ability to contribute to the work of the study commission, and upon a willingness to accept the challenge of the work and the opportunity to make a contribution to business education. The personnel of the commissions will be rotated in order to provide continuity.

The study commissions will solicit the cooperation and help of business educators throughout the entire country who can contribute to the problem being studied. A report of the progress of each commission will be given at the annual meeting of the Administrators Division. Pertinent findings, ideas, and summaries of the studies will be made available through the UBEA publications. From time to time findings will be distributed through media such as professional journals for school administrators, monographs, and bulletins.

Chicago Meeting

A large number of leaders in business education from all sections of the country are expected to attend the joint meetings of the UBEA Divisions which will be held in Chicago on February 12-14. The purpose of the meeting is to help coordinate and give direction to professional efforts aimed at problems in business teacher education, research, administration, and international business education.

The program for this important meeting appears on pages 47 and 48.

James G. Brown, Patterson Park High School, talked on "Clerical Practice Activities." Mr. Brown is a successful clerical practice instructor. He explained activities he uses and how they may be carried out in the classroom.

Walter M. Snyder, Dundalk High School, chose "B A Instead of B O (Business Aids instead of Business Obstacles)" as his subject for presentation. He demonstrated devices which can be used in the classroom for many business subjects especially typewriting.

The following officers were elected for 1952-53: President—Helen Hearn, vice president—Joseph Murray, secretary—Allan C. Spangler, and treasurer—Margaret Lotz.

**SECOND
GENERAL
SESSION**
Teacher Education
Friday
9:30 a.m.
South Ballroom

Friday Morning, February 13
NABTTI—Relations With Other Organizations (9:30-10:00 a.m.) Presiding: PETER L. AGNEW, Chairman of Standing Committee on Professional Relations.
Recruitment in Business Teacher Education (10:00-11:30 a.m.)
Committee Report—JOHN L. ROWE

**FELLOWSHIP
LUNCHEON**
Friday
12:00 noon
North Ballroom

Friday Noon, February 13
Presiding: PAUL S. LOMAX, UBEA President
Report of the UBEA Executive Secretary, HOLLIS GUY
Reports of Special Committees: Affiliation—LLOYD DOUGLAS; and FBLA—GLADYS PECK

**INTER-
NATIONAL**
Friday
1:30 p.m.
South Ballroom

Friday Afternoon, February 13
**U. S. Chapter, International Society for Business Education—
UBEA and Its International Responsibility (1:30-3:00 p.m.)**
Presiding: HAMDEN L. FORKNER, President, U. S. Chapter.
"Highlights of the 1952 Economic Course."—DOROTHY H. VEON, *Pennsylvania State College, State College, Pennsylvania*
"Picture Highlights of the 1952 Economic Course."—ELIZABETH T. VAN DERVEER, *State Teachers College, Montclair, New Jersey*
"Plans for the Twenty-Seventh Annual Economic Course (1953) in Italy."—HAMDEN L. FORKNER and DOROTHY H. VEON

RESEARCH
Friday
3:00 p.m.
South Ballroom

**UBEA Research Foundation—Progress Reports of Committee
Chairmen (3:00-5:00 p.m.)** Presiding: H. G. ENTERLINE, President, UBEA Research Foundation.
Committee on Students Typewriting Tests—IROL WHITMORE BALSLEY, *Lexington, Virginia*
Committee on Tests and Standards—JOHN E. WHITCRAFT, *State Department of Education, Albany, N. Y.*
Committee on Cooperation With Other Agencies Interested in Economic Education—M. HERBERT FREEMAN, *New Jersey State Teachers College, Paterson, New Jersey*
Committee on Coordination and Integration of Research in Business Education—LLOYD V. DOUGLAS, *Iowa State Teachers College, Cedar Falls, Iowa*
National Research Committee—CLYDE I. BLANCHARD, *Tulsa University, Tulsa, Oklahoma*
Research Editor of THE NATIONAL BUSINESS EDUCATION QUARTERLY—VIOLA DUFRAIN, *Southern Illinois University, Carbondale*
Open Discussion

Friday Evening, February 13

AACTE Cooperative Program—General Education and the Contributions That Can Be Made to This Area By the Subject Matter Fields. (8:15-9:30 p.m.) Presiding: REESE HUGHES, President, Kansas State Teachers College, Pittsburg, Kansas.
(This NABTTI session is scheduled in cooperation with the American Association of Colleges for Teacher Education and is under the direction of AACTE's Committee on Coordination.)

Music: Ball State Teachers College Concert Choir

"Integrative Education in the Sciences."—HENRY MARGENAU, *Higgins Professor of Physics and Natural Philosophy, Yale University, New Haven, Connecticut*.

"Contributions That the Subject Matter Areas Can Make to General Education."—Panel: RUTH ECKERT, *University of Minnesota, Minneapolis*; ELVIN S. EYSTER, *Indiana University, Bloomington*; CLIFFORD L. BROWNELL, *Teachers College, Columbia University*; and MARGUERITE V. HOOD, *University of Michigan, Ann Arbor*.

Saturday Morning, February 14

AACTE and Cooperating Organizations (9:30-10:45 a.m.)

Discussion groups for the following areas in teacher education: Art; Business; Industrial Arts; Health, Physical Education, and Recreation; Music; Library; Student Personnel; Student Teaching; and College and University Teaching.

NABTTI—Annual Business Meeting of the National Association of Business Teacher-Training Institutions. Presiding: JOHN M. TRYTTEN, President

Adjournment

National Council for Business Education (UBEA Executive Committee)—Business Session.

Officers: President PAUL S. LOMAX, Vice President LLOYD DOUGLAS, Executive Sec'y HOLLIS GUY, Treasurer THEODORE YERIAN. *Regional Vice Presidents:* E. C. MCGILL, Mtn. Plains; A. L. WALKER, Southern; EVAN CROFT, Western. *Presidents of Divisions:* J. M. TRYTTEN, NABTTI; ELVIN EYSTER, Administrators; H. G. ENTERLINE, Research; HAMDEN L. FORKNER, ISBE. *Representatives of UBEA Regions:* Eastern—ESTELLE S. PHILLIPS, LESTER SLUDER, JOHN ROWE, KERR MILLER, GEORGE PONTZ. Southern—GLADYS PECK, ELISE ETHEREDGE, THEODORE WOODWARD. Central—LLOYD DOUGLAS, ROBERT STICKLER, RAY RUPPLE. Mtn.-Plains—DOROTHY TRAVIS, EARL NICKS, CLYDE BLANCHARD. Western—THEODORE YERIAN, MARSDON SHERMAN, PHILLIP ASHWORTH.

**TEACHER
EDUCATION**
Friday
8:15 p.m.
Congress Hotel

**TEACHER
EDUCATION**
Saturday
9:30 a.m.
Congress Hotel

**BUSINESS
SESSION**
Teacher
Education
11:00 a.m.
Congress Hotel

**NATIONAL
COUNCIL**
Saturday
12:30 p.m.
Room

School and Community Service

Service to the school and community performed by members of the FBLA Chapter at Bethlehem Central High School (Delmar, New York) has brought favorable recognition to the business department of the school. Plans are being made to interest the local Businessmen's Association and the Business and Professional Women's Club in the Chapter activities.

Chapter members recently decorated and distributed Christmas boxes for the collection of "The White Christmas" offering in the school. In addition, the group worked diligently in duplicating a Christmas Bear story which was distributed to the elementary schools. The story was written by one of the students.

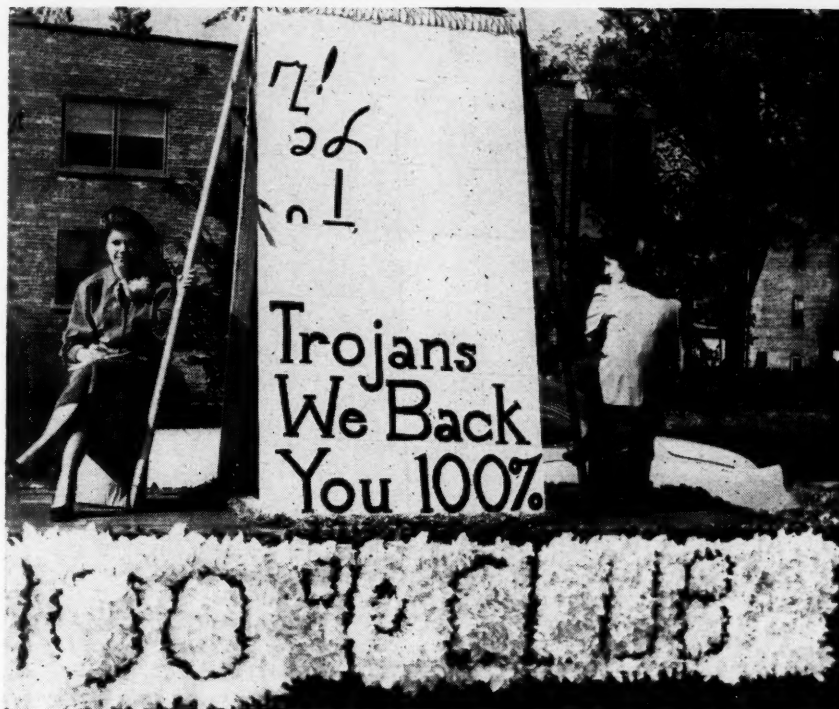
Another outstanding project was the typing of fifty letters for the supervising principal. This activity enabled the principal to carry out his duties as assistant secretary of the Association of Secondary-School Principals of the state of New York. This organization publishes a booklet each year and the FBLA Chapter has been asked to type copy for the dummy. Chapter members also assist teachers with secretarial and clerical duties.

This year, the Chapter sponsored a dance which was the first one presented by students representing the business department. Bethlehem Central High School is predominantly academic, however, the FBLA Chapter is making it possible to inform more students, teachers, and businessmen about the importance of education for business.

New Chapter in West Virginia

The installation of the Welch High School Chapter of the Future Business Leaders of America was held in October. The candlelight service, conducted before the entire senior high student body in the school assembly, was most impressive. John Walker, president of the Welch Chapter and four members of the Concord College Chapter (Athens, West Virginia) assisted with the installation ceremony.

The officers of the new chapter are John Walker, president; Eddie Larese, first vice-president; Rita DePhillip, second vice-president; Patricia Patton, secretary; and Sammy Joe Mitry, treasurer. Miss Norma Jean Ellis is the sponsor of the chapter.



A WINNER . . . The FBLA Chapter at Niles Township High School in Skokie, Illinois, entered one of the outstanding floats in the 1952 Home Coming Parade. Miss Ada Immel is sponsor of the group which has twenty-seven members.

Reitz Chapter Grows

Reitz High School Chapter 23 (Evansville, Indiana) initiated the largest group ever to join its FBLA Club in any one year. At the annual Initiation Banquet given in November, 85 new members were initiated. The banquet was held in a private dining room of the Evansville College Student Union Building.

A program of music, singing, and tap dancing was presented by the program committee under the direction of Miss Jo Ann Deneke. After dinner speaker was "Bish" Thompson, an Evansville journalist and radio commentator. He presented to the club membership an individual challenge for harder work and richer contribution of youth and vitality to the business field, where they will sow and reap rewards, many times greater than the time it took to make the effort.

Special guests were Mrs. Beverly Hammond, personnel consultant for Mead Johnson & Company, Evansville; Mr. William Parrish, office manager for the Citizens Finance and Realty Division of the Citizens National Bank of Evansville, and Miss Inez Ahlering.

Local Award Winners

The Price High School Chapter at Salisbury, North Carolina held its induction ceremony on November 18, 1952. Eight new members were inducted during the candlelight ceremony. Mr. O. C. Hall, honorary member and principal of Price High School, the chapter advisors, Mrs. Wyatt and Miss Powers, were present for the meeting. A social period followed the induction ceremony.

Among the members of the chapter who have made outstanding progress recently are Kathleen Morris, winning second place in the local Fire Prevention Contest; Evelyn Boger, secretary, won second place in the "Miss Price" contest; Fannie Aldrich, new member, won the title of "Miss Price '52"; Carol Jean Taggart, new member, won the "I Speak For Democracy" contest; and Marian Roberts, reporter, was placed second in this contest.

Kathleen Morris, Marian Roberts, Mary Reid, Willie F. Jones and Jesse Corry were recently cited at one of the assembly programs as outstanding typists.

IN ACTION

Stunt and Celebrity Night

The Culver City Chapter of FBLA presented its second annual "Stunt and Celebrity Night" on December 6.

More than 500 people were present to witness the gala event which included the appearance of Metro Goldwyn Mayer stars, Karra Williams and Richard Anderson. The Quintones, popular night club, radio, and television vocal entertainers also took part in the program. In addition, four Culver High School clubs—The Boy's League, G.A.A. (Girl's Athletic Association), National Honor Society, and the Drama Club—added their show to the program on a competitive basis.

Twenty per cent dividends of the net profit were awarded to the Boy's League for their winning stunt, "In the Principal's Office;" to the G.A.A. for selling the greatest number of tickets, priced at 75 cents for adults and 50 cents for students; and to the Culver High Swing Band. The Student Council received ten per cent while FBLA retained the remainder which amounted to \$85.27.

Fifty-six new members were installed into the chapter at a night meeting on November 20. Based on the theme "Dressing The Party," the chapter invited Mrs. Dorothy Ford, Personnel Manager of Ohrbach's, to discuss the subject of good business grooming.

Other projects sponsored by FBLA included the sale of football programs at all varsity home games which netted \$108.00, and weekly cookie sales which average \$2.00 net profit a week.

Officers of the organization include Merilynn Blurton, president; Sandra Standlee, recording secretary; Art Langley, corresponding secretary; Ursula Kubiesh, treasurer; Evelyn Brass, reporter; Barbara Slaughter, historian; and Vivian Stupeck, Student Council representative.

Club sponsors are Mrs. Ruby Shipp, Mrs. Guanda Reynolds, and Mr. Hank Blunt.

October 14 was the first night meeting of the year, which was the formal installation of officers and a panel discussion explaining FBLA. Guests included all students in business education at the Culver City High School and a committee from Morningside High School. The Culver City High School is sponsoring and helping to organize a new FBLA Chapter at Morningside High School. The school secretary of the district also met with Culver High School.

National Citizenship Conference — An Inspiration and a Challenge

Report From the National Secretary



AT CONFERENCE . . . Miss Marguerite Crumley (left), Assistant Supervisor of Business Education in Virginia, represented UBEA and Harriet Conrad (right) represented FBLA at the citizenship conference.

Due to the FBLA, your secretary has been very fortunate in having the pleasure of attending several meetings in the East. For example, in state FBLA affairs the Virginia convention and board meeting were held in Richmond; on the regional level there was the Southern Business Education Association Convention in Atlanta, Georgia; and on the National scene, our own FBLA convention in Chicago. In addition, there was the big conference co-sponsored by the United States Department of Justice and the National Education Association of the United States which was held in Washington last September.

The meeting in Washington was called "The Seventh National Conference on Citizenship." This meeting was attended by more than a thousand representatives of National Organizations. During the three-day stay, the representatives attending the conference had the pleasure and honor of seeing and hearing President Truman; Mrs. Eleanor Roosevelt; Attorney General McGranery; the Honorable Justin Miller; the United States Army, Navy, and Marine Bands and Orchestras; the Chaplains of the United States Senate and House; and quite a number of other very distinguished persons. We witnessed the naturalization proceedings which admitted fifty-five foreigners into the citizenship of the United States. Those were the physical or tangible aspects of the conference, but the thoughts that were derived have left the more lasting impression. The conference represented a cross-section of the world, consisting of people of every race, every faith or religion, every degree of education, every good occupation, and every age (from about twelve up). Two thoughts gathered at the meetings are still very vivid in my mind, and I'll always remember them. I'd like to pass them on to you in hopes that you will profit from them as much as I have.

First: Our Constitution, the now faded document that gave us our Democracy is actually much more than simply written words or spoken phrases. It is equality among men. But to achieve that really basic standard established in the Constitution, we must realize that the only reason we are at a higher level than people of other races is that they have never had the opportunities we have had. Therefore, we should strive to give them more opportunities, but while doing this, we must have respect for their present dignity, because they are trying to live now according to the best standards they know.

Second: We have to stop taking the rights and privileges guaranteed us under the Constitution so much for granted. We must remember that with each of these rights goes an obligation, so it is both our right and obligation to believe in, preserve, protect, advocate, support, and defend that sacred document, the Constitution of the United States.

The reason I related those thoughts to you is just to give you an idea of the true worth of being a member of the FBLA. I wanted to remind you of the progress you can make; to give you an example of the many opportunities, privileges, and honors that can come to you if your regard the FBLA as the really big and growing organization that it is.

I'd like to thank each and every one of you who helped make it possible for me to attend that very wonderful and memorable conference. I just do sincerely wish that each person in the United States could have taken part in such an inspiring and educational program as was arranged for the "Seventh National Conference on Citizenship."

HARRIET CONRAD, *National FBLA Secretary*,
Waynesboro High School,
Waynesboro, Virginia.

DIRECTORY OF OFFICERS AND EXECUTIVE COMMITTEES

UBEA PROFESSIONAL DIVISIONS, 1952-53

Research Foundation

President..... **Herman G. Enterline**
 Indiana University, Bloomington

Secretary..... **Dorothy H. Veon**
 Pennsylvania State College, State College

Past-President..... **Paul S. Lomax**
 New York University, New York City

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Southern District—Harry Huffman, Virginia Polytechnic Institute, Blacksburg; Arthur L. Walker, State Department of Education, Richmond, Virginia; and Theodore Woodward, George Peabody College, Nashville, Tennessee.

Central District—Gladys Bahr, Stephens College, Columbia, Missouri; Lloyd Douglas, Iowa State Teachers College, Cedar Falls; and Elvin S. Eyster, Indiana University, Bloomington.

Mountain-Plains District—Clyde I. Blanchard, University of Tulsa, Tulsa, Oklahoma; Kenneth J. Hansen, Colorado State College of Education, Greeley; and Cecil Puckett, University of Denver.

Western District—S. Joseph DeBrum, San Francisco State College, San Francisco; Erwin M. Keithley, University of California, Los Angeles; and Theodore Yerian, State Teachers College, Corvallis, Oregon.

Administrators Division

President..... **Elvin S. Eyster**
 Indiana University, Bloomington

Secretary..... **Theodore Yerian**
 Oregon State College, Corvallis

Past-President..... **Bernard A. Shilt**
 Buffalo City Schools, Buffalo, New York

NABTTI

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 University of Wisconsin, Madison

Secretary..... **Harry Huffman**
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Past-President..... **E. C. McGill**
 Kansas State Teachers College, Emporia

Director..... **John H. Moorman**
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 Southwest Missouri State College, Springfield

U. S. Chapter, ISBE

President..... **Hamden L. Forkner**
 Columbia University, New York City

Vice President..... **Dorothy H. Veon**
 Pennsylvania State College, State College

Secretary..... **William S. Sakson**
 Hunter College, New York City

Past-President..... **Herbert A. Tonne**
 New York University, New York City

NOTE: The UBEA President, Paul S. Lomax; and the UBEA Executive Secretary, Hollis Guy, are ex-officio members of the executive committee of each division.



The United Business Education Association

deserves the active support of all business teachers in its program to

Promote better business education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of UBEA may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with UBEA.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of UBEA.

UBEA sponsors more than 700 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the UBEA-NOMA Joint Committee.

FEATURED IN *Business Education* *(UBEA) Forum*

- Oct. Shorthand
- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical and Machines
- Mar. Basic Business
- Apr. Distributive Occupations
- May Cooperation with Business



FEATURED IN *The National Business* *Education Quarterly*

- Oct. General Issue
- Dec. Business Teacher Education
- Mar. Research in Business Education
- May Problems in the Administration of Business Education

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Regular—Including full active privileges in the association and a year's subscription to the *Business Education (UBEA) Forum* and special membership releases **\$3.00**

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UNITED BUSINESS EDUCATION ASSOCIATION
A Department of the National Education Association

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